

## The Week

HOME  
APT claims members' rights  
signed away by Natfhe  
SSRC staff strike  
Chelsea "must merge to survive"  
Christopher Ball identifies cuts  
criteria

NORTH AMERICA  
Doctors deplore concentration of  
clinical skills  
White House officials go back to  
school  
Harvard given go-ahead for gene  
splicing experiment  
Ontario decides on university -  
college merger

OVERSEAS  
Australian staff criticize "stay in  
education" campaign  
China receives World Bank loan  
for agriculture  
More women study in Irish  
universities  
German plan to use cinema for  
lectures

ARTICLES  
Richard Weekes discusses the  
future of university sport; and  
Felicity Jones reports on the  
material benefit that colleges  
bring to their local community,

Jon Turney describes BP's  
Venture Research Unit; and  
Sandra Hempel looks back over  
the 1952 Cabinet papers, 9  
Brains of Britain: In the first of a  
three part series on the British  
Intelligentsia, Bernard Crick  
looks back at the myths of the  
1930s, 10

Eric Ashby discusses the issues  
raised by attempts to control  
pollution, 11  
I. K. Wymer calls for a properly  
integrated policy for youth  
training, 12

BOOKS  
Peter Clarke reviews Asquith's  
letters to Venetia Stanley, 13  
Terry Eagleton discusses the myth  
of the rape of Lucretia (14),  
Ronald Beiner reviews a new  
study of liberalism and justice  
(15), John Barrow reviews P.  
C. W. Davies' *The Accidental  
Union* (16), Ann Oakley  
discusses the place of  
attachment in human  
behaviour (17) and Jeffrey  
Parsons reviews two books on  
pre-Columbian America (18).

### NOTICEBOARD

### CLASSIFIED INDEX

### OPINION

Tessa Blackstone discusses  
international conferences; Fred  
Inglish deplores the attack on  
the human sciences; and Don's  
Diary from Frank Kirwan of the  
University of Strathclyde, 26  
Letters on higher education policy  
studies, working conditions at  
the UGC, and the merger of  
Cardiff and UWIST, 27

## Next Week

Raymond Williams on the British  
Intelligentsia  
A. P. French on Sir Arthur  
Eddington  
Marxists in Vienna  
Peter Abell on John Roemer  
Business and technical education:  
a special report



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## Bad teachers - or training?

The theme of Sir Keith Joseph's speech to the North of England conference last week was familiar: the true cause of any dissatisfaction with schools is to be found in the ineffectiveness of some teachers rather than in the sharp reductions in public expenditure on education which have been ordered by the Government of which he is a member. The objection to such a self-serving diagnosis, apart from the instinctive reaction of "he would say that, wouldn't he?" is that it is only half the truth. It is certainly true that more money does not necessarily guarantee higher quality. But it is as certainly true that too little money almost inevitably leads to lower quality. Ineffective teachers become even more ineffective if they have to teach larger classes, with inadequate text books and other resources, in unsatisfactory buildings. Sir Keith's discovery of ineffective teachers also only becomes a useful diagnosis of what is wrong with schools if he can go on to prove that the proportion of ineffective among teachers is higher than among doctors (or politicians?). All professions have their share of the feckless and useless. In most cases the cost of doing something about this unhappy state of affairs far exceeds the benefit. Even when it does not, their bad influence can only be contained or reduced by good management and good management is impossibly difficult to sustain when a regime of chaotic cuts has reduced all room for proper manoeuvre.

However, Sir Keith's peculiar diagnosis can be safely laid to one side. It is possible at the same time to disagree with his diagnosis, that the existence of ineffective teachers is a sufficient explanation of what is wrong with schools, and to agree with his cure, the extension of in-service training and the improvement of the education and training of teachers. After all, it is not necessary to accept that teachers are generally bad to believe that they could be made better. In his speech Sir Keith placed particular emphasis on in-service training, something the Government was prepared to spend money on, and on the reform and reorganization of teacher education.

All this would be reassuring if Sir Keith and the relevant inspectors had shown much sensitivity to the true needs of teacher education. Sadly this has not been the case. In too many instances the policies which they have directly formulated or with which they have become less directly associated seem to have had little to do with improving the professional skills of school teachers, let alone raising their morale which is of course an important ingredient of professional competence. The first objection to these policies, explicit or implicit, is that they seem to have placed far too much weight on the organization of teacher education around academic subjects. For the teacher in the modern primary or lower secondary school such a preoccupation makes less and less sense. It can also be argued that this harking back to the obsolete form of the grammar school shows an incomplete understanding of the aims and achievements of comprehensive schools, less excusable among inspectors than in the case of Sir Keith himself perhaps.

The second main objection is that the Joseph/Inspectorate approach to teacher education has consistently undervalued professional competence, a surprising characteristic when their ostensible objective is higher quality. How else can the constant undermining of the BEd and the plain overvaluing of the postgraduate certificate, a course which not many of those who make their living by it are prepared to defend wholeheartedly, be explained? The case for the Post Graduate Certificate of Education would have been much stronger if it had been linked to a recurrent system of in-service courses, but this has never happened often because the money (that awkward commodity again) has not been available. Any new plan to "stretch" the PGCE by a few weeks, or to cram in more classroom practice to satisfy Dr Rhodes Boyson's enthusiasm for on-the-job training, and distrust of "theory" will make little difference to this bias.

Sir Keith should be allowed to delude no one that he is pursuing a consistent policy of professional renewal in teacher education. His policy amounts to little more than a drift of prejudices, mostly in the wrong direction. He has given no clue that the direction is to be changed or that his policy is to achieve a new coherence. The sad truth is that not since the James report has there been a clear-headed examination of the future needs of teacher education. Since the middle 1970s all we have seen is a random river of politicized and opportunistic decisions, none of which have paid much regard to the real needs of colleges, students, teachers and pupils. However much Sir Keith would like to believe the opposite, nothing much has changed. The comparison with a proper system of professional education such as in medicine is still as painful as ever.

from the orthodox view that Marxism was simply a historical science of society. In the face of the twin barbarisms of fascism and Stalinism it was seen that the *Paria Manuscripts* could serve as weapons against authoritarianism and bureaucracy. A new school of neo-Marxism was born with the writings of Karl Korsch, George Lukacs, and others, becoming particularly influential in the 1930s when the *Manuscripts* became more widely available. They were used in Czechoslovakia, Poland, and Yugoslavia to attack official Communism. They influenced the existentialists, and the Frankfurt School. Perhaps the best known of this humanist tradition is Herbert Marcuse, the guru of the 1968 student revolts, who said the socialist future was a free-floating possibility that must be won by action, and not a scientific inevitability.

This view was just as heavily condemned in East Europe the Russians remained sceptical and for many years even refused to publish the *Manuscripts*. In the West-Louis Althusser said this was un-Marxist and unscientific, and propounded a decisive "break" between the young and old Marx. The truth lay in economic determinism and *Das Kapital*.

There is therefore great ideological capital at stake in the status of the *Manuscripts*. No doubt the Kremlin ideologists will be rubbing their hands with glee. As a historical event held exactly 100 years after the death of Marx, here at last was the chance to "set up a dam to really hold the flood" of humanistic Marxism.

But in fact the discovery hardly makes the ideas of Marcuse or Lukacs any less valid. Perhaps it will be more difficult to claim them as entirely "Marxist", but more it illustrates the futility of treating Marx as a prophet, and his text as a sacred writ.

Good. So total hours of undergraduate teaching, and here I'm talking of weekly figures - would be, let me make a note, would be, "virtually nothing". That's right, sir. And graduate? Just an estimate, you understand. Well, of course, there was always a chance of an occasional supervision if a student popped in. Yes. Absolutely. But expressed as a weekly average. Professor Sprague. Is it possible to suggest a figure? I'd say more or less nothing, sir. Excellent. So I'll put down, "more or less nothing". And administration, Professor Sprague? Any major administrative tasks? Secretary to the board of studies, perhaps? Chairman? No. More or less nothing. Jolly good. "More or less nothing". And finally research. Had you done anything at all worthy of publication in the last five years before early retirement? Not a sausage.

Fine. "Not a sausage." Well, Professor, Sprague. That's all dice and clean. As you know we try to work out the part-time basis of your employment as a proportion of your over-existing full-time load. Yes indeed, Most fair. And according to my calculations, that means - taking into account your previous load of "virtually nothing", "more or less no administrative tasks", and "not a sausage-worth of research" - that means *we owe you* six hours administrative assistance. Will you take it in the usual way? Yes please, all.

Good. I'll arrange for the bureau to call round next Thursday to help you count your redundancy pay.

## Laurie Taylor



Ah, Professor Sprague. Thank you for coming. Let me introduce our little committee which we rather ponderously call the Committee for the Instantaneous Re-employment of Retired Academic Staff. There's myself as vice-chancellor acting here in an ex-officio manner, which, as you will know means talking all the time and making all the major decisions. And the usual couple of time-serving old buffoons to represent the academic community, Professor Dankworthy and Doctor Lynemore. And of course, the predictable pushing bores from the administration: Miss Deems from the registry and Mr Plackett from finance.

Roughly speaking, we're here to work out the exact terms of your re-employment, to put some flesh on that somewhat ambiguous term, "part-time". So first of all, Professor Sprague, just going through our little checklist item by item, could we have a look at the jolly old teaching. How much and please do use approximations if necessary - how much were you actually handling in your department towards the end of your term of office? Well, sir, I was basically responsible at the undergraduate level, and I would stress undergraduate.

Quite so, Sprague. Just a rough figure. At the undergraduate level, sir, virtually nothing. Good. So total hours of undergraduate teaching, and here I'm talking of weekly figures - would be, let me make a note, would be, "virtually nothing". That's right, sir. And graduate? Just an estimate, you understand. Well, of course, there was always a chance of an occasional supervision if a student popped in. Yes. Absolutely. But expressed as a weekly average. Professor Sprague. Is it possible to suggest a figure? I'd say more or less nothing, sir. Excellent. So I'll put down, "more or less nothing". And administration, Professor Sprague? Any major administrative tasks? Secretary to the board of studies, perhaps? Chairman? No. More or less nothing. Jolly good. "More or less nothing". And finally research. Had you done anything at all worthy of publication in the last five years before early retirement? Not a sausage.

Raymond Williams on intellectuals, 11

New directions for the ABRC, 8

Peter Abell on exploitation, 14

A. P. French on Eddington, 12

## Double boost for two-year qualifications

The tide began to turn towards two-year degrees in higher education this week as the Democratic Party called for shorter degrees and the board of the National Advisory Body agreed to persevere with its debate

on a new range of diplomas to replace some two-year courses as a means of widening access for students. The SDP plan could feature in the Alliance manifesto in the run

up to a general election, while Sir Keith Joseph, Secretary of State for Education, is also known to favour the introduction of shorter, more concentrated degrees where feasible.

## Easy ride for NAB proposals on changes

by John O'Leary

Proposals for a long-term strategy for polytechnics and colleges based on the replacement of a proportion of degree courses by two-year diplomas was given a surprisingly easy ride at their first airing at the board of the National Advisory Body this week.

Although parts of the paper are to be referred to expand on the reasons and potential for a new approach, board members agreed to sign to the subject in March with a view to instigating wider debate. They hope to have an extended consultation period and to make recommendations on a strategy for the late 1980s when NAB's short-term planning exercise is completed in the autumn.

Among the bodies to be consulted will be the University Grants Committee. Mr Christopher Ball, chairman of the NAB board, has said publicly that two-year courses would have to be introduced on both sides of the binary line if they were to be acceptable, and representatives of the UGC have confirmed that its Council is prepared to consider the paper.

Debate on the proposals, which are designed to maintain present levels of access to higher education at a time of declining resources and steady or increasing demand, lasted for an hour and a half. But the expected hostility of interests represented on the board was little in evidence and there was no proposal to drop the scheme immediately. Mr Ball said afterwards: "I was surprised and pleased by the way the meeting went, by the coherent response from members and the absence of destructive criticism."

The National Association of Teachers in Further and Higher Education commented: "We are not opposed to two-year courses in principle but we are opposed to the reduction of course length merely as a means of saving money and would never accept it, although we do see two-year courses as an overall part of higher education provision".

Some 20 courses included in a list of 340 which had failed to meet minimum enrolment targets in 1981 were cleared to continue at the board meeting. All but two had now reached the required level of 24 students. A further 40 courses where greater doubt exists will be examined next month.

The SDP believes that the highly academic single honours degree has tended to dominate higher education for the shrinking proportion of the population able to gain access to it, and compares Britain's age participation rate unfavourably with international competitors including Japan.

The two-year general degree is one of a series of steps to improve use of existing resources and close the gap.

It anticipates that many graduates would go into employment after taking a course during which both arts and science subjects would be studied, although there would be the possibility of a "strong leaning" towards a specific area of study.

But some students would continue on a two-year vocational course in subjects such as law, teaching, social work or engineering, while others would have the chance of a further one or two years' academic qualification in a chosen subject.

The SDP, which wants a widening of access to higher education and greater part-time opportunities, said that consideration should be given to lengthening the academic year and making greater use of holidays. Mrs Anne Sofer, spokeswoman for the group which drew up the proposals, said: "It is a great change but we think it is urgently needed."

But Labour higher education spokesman Mr Philip Whitehead, commented: "I do not believe you can say straight off you would have a two-year general degree without a severe loss of standards in some disciplines."

And Mr Laurie Sprague, general secretary of the Association of University Teachers, said: "We are flatly opposed to the idea of two-year degrees. In many respects three years is not enough - it is already one of the shortest in the developed world."

The party's policy document also sets out radical proposals for student support not only in higher education but in the 16-18 age range. The problem of the parental contribution would be overcome by paying all students an "education benefit" which would be the same as the basic benefit proposed under the party's wider proposals for a tax credit system.

Although the cost of introducing student support for the 16-18s could be as high as £750m in gross terms, party planners believe this could be reduced to as little as £250m when the cheaper costs of education compared with Manpower Services Commission courses, the tax claw-back from parents and the ending of child benefit payable for children in full-time education are taken into account.

Political philosophers and thinkers are treated in only like football heroes returning from the World Cup as Sir Karl Popper discovered when he gave one of his rare public lectures to a rapturous reception at an international convention here last week.

At the age of 80, Popper is frail and does not speak with the force of a younger man. Some of his critics would find it hard to deny he still speaks with rare lucidity. Some of his critics, however, would say that he is not averse to capitalizing as his "grand old man" status to ward off awkward questions.

Popper has become a cult figure in Italy at a time when the country is continuing on page 3

## Sanctions considered for target failures

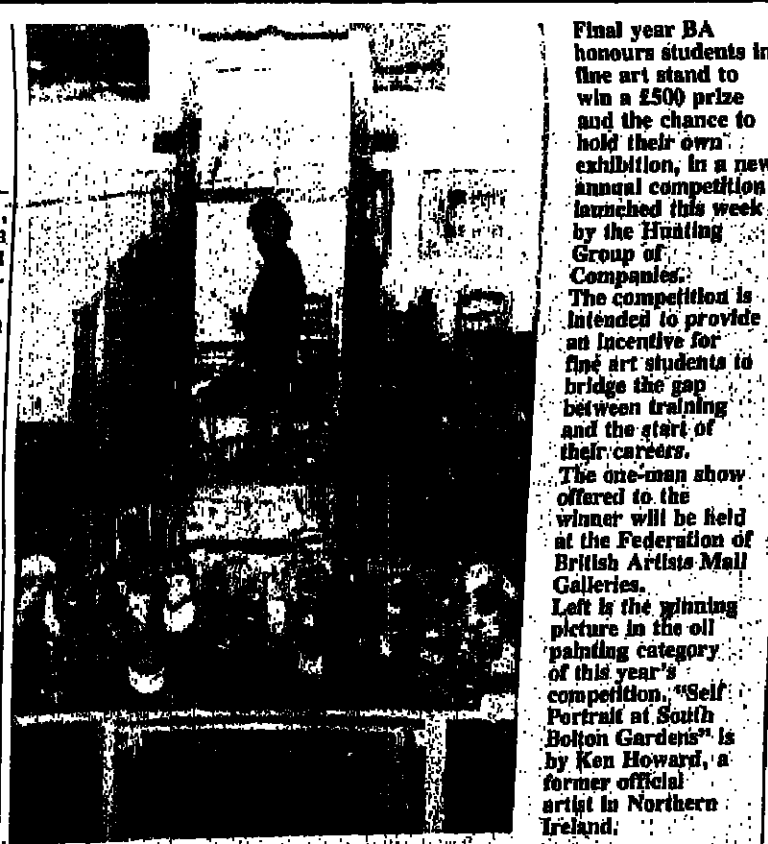
by Sandra Hempel

The University Grants Committee is considering financial sanctions against those universities accused of sending too many students. This is despite assurances given to MPs in 1981 by UGC chairman, Sir Edward Pease, when he said that the committee would only act against universities if over-admission led to reduced standards.

One university, Salford, is already considering a public battle if it finds the committee is acting mainly on financial rather than academic merits. Any sanction is likely to take the form of halting the 1983/84 grant on the numbers rather than the number of students actually admitted but the university fears that the committee might go further and impose extra conditions. The action was discussed in a meeting last week when the committee had before it the formal report to its criticism from the seven universities involved. It is currently working on the 1983/84 grant disbursement which it hopes to announce soon.

The recalcitrant universities Bradford, Dundee, Heriot-Watt, Hull, Keele, Salford and Swansea admitted between 3 and 19 per cent more students for 1982/83 than recommended by the UGC. Given just two weeks to explain their failure to keep numbers down, most Heriot-Watt and Swansea are pressed much tighter. The other institutions merely reminded the UGC of their individual difficulties, such as a bias towards four-year courses which put them a year behind in their planning. Hull and Salford also told the committee that its delay in considering their restructuring proposals was causing extra difficulties.

Mr Stuart Bosworth, registrar of Salford, said this week that the university did not take extra students because it wanted the money but because it had no academic plan that said that 3,000 students gave the university "a good academic shape". "We would want to argue this case with the UGC but the committee appears to be getting conflicting messages", he said.



Final year BA honours students in fine art stand to win a £500 prize and the chance to hold their own exhibition, in a new annual competition launched this week by the Hasting Group.

Competition is intended to provide an incentive for fine art students to bridge the gap between training and the start of their careers.

The one-man show offered to the winner will be held at the Federation of British Artists' Galleries. Left is the winning picture in the oil painting category of this year's competition, "Self-Portrait at South Bolton Gardens" by Ken Howard, a former official artist in Northern Ireland.

## Grand old man greets disciples

from Felicity Jones

TURIN

Political philosophers and thinkers are treated in only like football heroes returning from the World Cup as Sir Karl Popper discovered when he gave one of his rare public lectures to a rapturous reception at an international convention here last week.

At the age of 80, Popper is frail and does not speak with the force of a younger man. Some of his critics would find it hard to deny he still speaks with rare lucidity. Some of his critics, however, would say that he is not averse to capitalizing as his "grand old man" status to ward off awkward questions.

Popper has become a cult figure in Italy at a time when the country is continuing on page 3



## News in brief

### Overseas fees gap widens

The gap between home and overseas students' tuition fees will be wider than ever next year as a result of new fee levels announced by the local authorities and the University Grants Committee.

Although the percentage rise is marginally greater for the universities, some courses will remain more expensive in the public sector, where the minimum fee for all advanced courses rises from £3,000 to £3,180. The UGC's recommended fee for classroom-based courses will be £2,900, compared with the present £2,700, while the most expensive medical courses will cost £7,000.

Mr Rupert Bristow, executive secretary of the United Kingdom Council for Overseas Students Affairs, said this week that the decision to raise the fees while freezing those for home students flew in the face of the Government's stated intention to consider ways of improving arrangements for foreign students.

### Racism inquiry

The college lecturers' union is to set up an inquiry into the extent of racism in police training. It will examine whether academic freedom has been breached by the exclusion of a civilian lecturer from the Metropolitan Police cadet school at Hendon.

The executive of the National Association of Teachers in Further and Higher Education has called for an explanation for the summary exclusion of lecturer Mr John Fernandez from the school's multicultural course. But it has called on Brent education authority not to carry out its threat to withdraw other civilian staff from the school.

### Defensive tactic

The Greater London Council will find a new project run by the Science Policy Research Unit, at Sussex University, to look at prospects for the conversion of defence industries to other forms of production.

Bill Niven, a research fellow at SPRU, will work part-time to originate a "regional conversion council" in coordination with the Greater London Enterprise Board. The GLC wanted to build on SPRU's previous research in the area to study dependence on defence industry in the local economy.

Local authorities in Sheffield and the West Midlands have already expressed interest in the SPRU project. The regional conversion council in London will include representatives from the GLC and the South-eastern region of the TUC.

### House for sale

The University of Manchester Institute of Science and Technology has put Highbank, its former principal's residence, on the market.

The £245,000 spent on renovating the £65,000 house last year was part of a controversial "TIMIST" which finally led to the resignation of the principal, Professor Robert Hazledine. The Institute is unlikely to recover the full cost but says that it would cost at least the equivalent of a lecturer's annual salary to "mothball" it for a year.

### Integrating chairs

Salford University has appointed two professors to integrated chairs, in which is expected to be the first of several such appointments. Mr Bernard Heath, divisional director of advanced engineering at British Aerospace Aircraft Group, becomes professor of aeronautical engineering at Salford. Mr Geoffrey Roberts, chairman of British Pipe Contractors Ltd, becomes professor of gas engineering.

Both professors will continue in their present jobs but will have the same privileges as other professors at Salford. Their chairs are sponsored by British Aerospace and British Gas.

## Government 'will leave SSRC alone'

by Paul Flather

The Government has formally pledged to make no further inquiries into the troubled Social Science Research Council.

Mr William Shelton, under-secretary of state for education, said at the weekend that the Government's response to the Rothschild inquiry showed that it accepted the SSRC was needed and should be properly funded by the Government.

Mr Shelton was speaking at the inaugural conference of the Association of Learned Societies in the Social Sciences at Imperial College, London, attended by about 100 representatives from 18 affiliated societies.

He stressed that only one of Lord Rothschild's recommendations to the Government—that the budget should be reduced for at least three years—had been rejected, and this was because of pressing priorities in other fields.

"What I hope no one will overlook are the many positive points in the Government's decision on the Rothschild report," he said. It was accepted that the SSRC was needed, that it should not be dismembered or liquidated.

It was accepted that the council should continue to administer postgraduate awards, and that its functions should not be hived off to other agencies. Underlying all this, he said, was a recognition that the SSRC should be properly funded.

One important conclusion was that

the Government did not intend to hold further inquiries into the SSRC. "A line has been drawn under what I accept has been a fairly long period of uncertainty," he said.

In a conciliatory speech, Mr Shelton went on to stress that the SSRC had only been asked to consider dropping the word "science" from its title because it led to the false expectation that "exact results and precise prescriptions" could be produced.

He also hinted at the kind of "useful" research he favoured including the implications of technical change, the aims and organization of the workplace, and health research.

He praised the SSRC's new programme on drug addiction research and stressed there must be continuing attention to "first-rate fundamental research."

Mr Shelton said he realized the seriousness of asking for a £6m cut from the SSRC's planned £73m budget over three years. "Difficult questions will be raised for the council about the proper balance of support for research," he said. The money has been diverted to help "new blood" in the natural sciences.

Both Mr Shelton and Mr Michael Posner, the SSRC chairman, welcomed the formation of the new association. They hoped it would do much to improve the cross-fertilization of ideas, break down disciplinary barriers, and help to communicate social science ideas to a wider audience.

## Council faces harsh decisions over cuts

A series of harsh decisions face the Social Science Research Council to deal with its many positive points in the Government's decision on the Rothschild report, he said. It was accepted that the SSRC was needed, that it should not be dismembered or liquidated.

Council members will have to brave a mass lobby from 120 staff who walked out of the London headquarters 10 days ago in protest at a proposal to shed 30 out of 146 jobs.

The four unions involved have said they will only call off their action if the management agrees to set up a joint working party to review the whole £21m SSRC budget to find savings. Cuts worth 4 per cent have been demanded by the Government.

Staff will report back for work next Monday whatever the council decides, but they will continue their protest with "internal sanctions". For example, they will not touch work which has come in over the past 10 days, nor do any new work assigned to them.

Union officials have asked Mr Geoff Rooker MP to convene a meeting of MPs sponsored by the unions involved to put pressure on the Government to reverse the cuts. They have also urged the TUC-sponsored educational alliance.

Mr John Macgregor, a national officer of the Civil and Public Services Association said the staff resolve appeared to be hardening. "We feel we have already paid for cuts in terms of staff cuts. We may even review going back to work next week."

## Opposition to Ulster plan expected

by Karen Gold

Proposals that a higher education planning body in Northern Ireland should have a majority of members from Great Britain are likely to arouse opposition in the province.

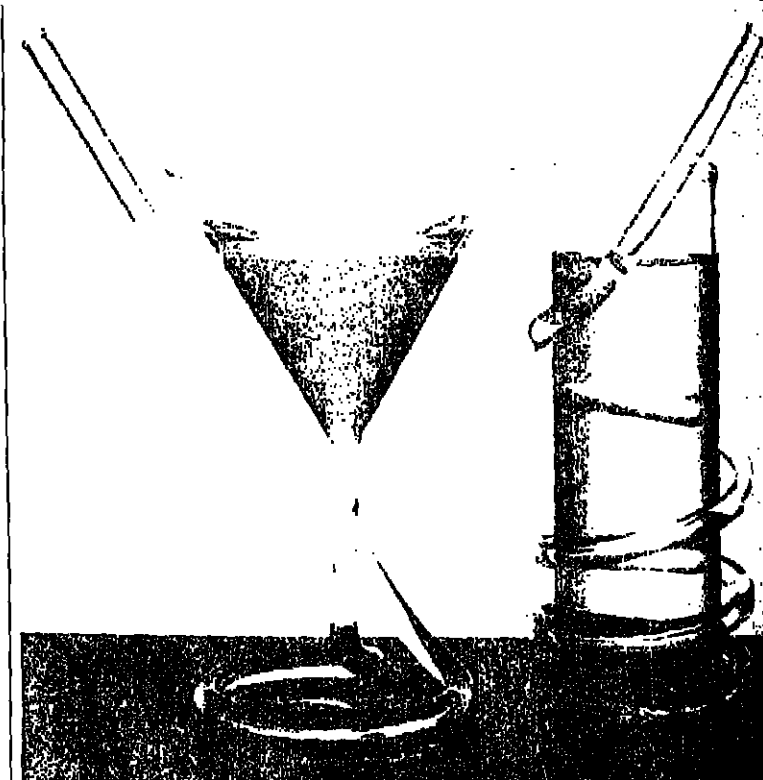
The proposals were drawn up by the Department of Education in Northern Ireland and sent to Queens' University, The New University and Ulster Polytechnic, as well as the steering group overseeing the merger of the latter two.

None of the unions has received a copy and the Association of University Teachers at NUJ has written to protest to the Northern Ireland education minister, Mr Nicholas Scott.

Members of the AUT and polytechnic staff who belong to the National Association of Teachers in Further and Higher Education are concerned that the body, called a "working party" in the DENI proposals, would have two members from Northern Ireland (plus DENI assessors), but up to six from the mainland.

These would include a chairman from the University Grants Committee, two UGC committee members, two British public sector members plus a link with the National Advisory Body, possibly as an advisory officer.

The two Ulster members would be "nonacademic", and their role



### Any time, anywhere any place . . .

Televisions and cocktail glasses, washing machines and garden lights are among the products which students from the Central School of Art and Design in London have gone on to invent for the companies they joined.

Many of their designs, now household names, are contained in a new publication *Central to Design - Central to Industry* which illustrates the work of 78 industrial design graduates over the past 32 years. Former student Richard Holloway (right) is the designer of these popular marini and highball glasses with integral straws.



### Young gain from Eurocash

Britain is to receive over £29m in the allocation of the 1982 European Social Fund approved this week. A large share of it will go towards youth training.

The Manpower Services Commission is to get about £17m, to devote to work under the Youth Opportunities Programme. Some 45,000 youngsters will benefit.

In total the UK will have been allocated 29 per cent of the funds available for the year. Of the total spending of 1,534 European Community Units, UK schemes received 445m (£CU or the equivalent of £257m).

Mr Ivor Richards, the member of the European Commission responsible for social policy, said the cash had helped to stimulate training in all the member countries, but particularly in Britain.

Other grants being given to the Manpower Services Commission out of the total £29m, are more than £1m towards new style training places, vocational training and vocational preparation for first job seekers under 18. And over £7m is to go towards a continuous training programme for unemployed people in priority regions.

Among the beneficiaries outside the MSC are Leeds City Council, West Cumbria Training Association and Dyfed Council.

### Training body is criticized

The Chemical Industries Association has set up a new training department, following the demise of the Chemical and Allied Products Training Board.

The new body has already been criticized by trade unions, which claim the CIA is not the right organization to run a national training scheme.

The new unit in the CIA's industrial relations division will be run by Mr Bill McNichol, a former senior training manager with BP Chemicals. He will offer advice to companies, employees, trades unions and educational institutions, and try and coordinate training across the industry.

Mr Kenneth Hack, the association's director of industrial relations, the new unit should be a catalyst for the formation of new training opportunities. The staff of three would give special attention to the needs of small companies.

The largest union in the industry, the General and Municipal Workers' Union, which opposed the dissolution of the earlier training board, is critical of the CIA's proposed replacement.

Officials point out that only 15 per cent of chemical companies belong to the association, and claim it has ignored union protests at plans to organize training regionally.

The proposed solution, understood to be acceptable to the UGC, suggests that DENI would continue to receive UGC advice, but it would be given after recommendations to the UGC from the "working party".

● The Roman Catholic hierarchy has insisted that the college of education to be formed from the merger of St Mary's and St Joseph's should have an intake of 40 per cent of the total for Northern Ireland.

A statement from Dr Edward Daly, Bishop of Derry and Dr Cahal Daly, the new Bishop of Down and Connor, sounded a strong note of dissatisfaction with the government statement on the reorganization of teacher education.

## Job prospects bad for new graduates

by Paul Flather

Employment prospects for graduates will remain bleak for the coming year, with competition from an increasing pool of unemployed graduates from previous years adding further pressure, careers advisers say.

The job market has also changed radically, with employers more reluctant in the current economic climate to estimate their vacancies. More firms now recruit at very short notice and advertise at any time during the year.

About 60,500 graduates from polytechnics and universities will enter the job market this summer, joining perhaps 10,000 graduates still unemployed from previous years. The number unemployed at Christmas, six months after graduating in 1982, is estimated at 10,000, the same as in 1981.

But prospects are likely to be better this year, with about one in eight expected to be without jobs next Christmas. In part this is because graduates are looking on "less traditional" jobs, such as higher clerical work, or in leisure services, fast food management, even telephone sales.

The forecasts were made at a press conference in London this week by three main careers advisory bodies, the Association of Graduate Careers Advisory Services, the Central Services Unit for University and Polytechnic Careers Services, and the Standing Conference of Employers of Graduates.

They say the outlook described last year as "worse than at any time since the Second World War" remains bleak. Mr Brian Putt, director of CSU, said he would be very surprised if prospects were as good as in 1981.

There are clear signs that last year's prediction of one in five without jobs was over pessimistic. Surrey University, for example, has just released figures showing the number of its graduates still unemployed at Christmas fell from 12.2 per cent in 1981 to 11.6 per cent last year.

In general graduates continue to enjoy many advantages over non-graduates in finding jobs, the three bodies say. But personal factors and general skills can count for much, as do numeracy, literacy, and an ability to communicate effectively.

Careers advisers also warned against basic spelling and grammatical mistakes which occurred in too many applications. "Graduates also articulate badly on the motivation questions," said one careers adviser.

The electronics and computer industries were the most buoyant areas for jobs. Retailing remained stable and "new" employers, generally smaller firms, were emerging but were not compensating for cuts by the "traditional" larger recruiters, they said. The civil service remained depressed, and the armed forces and police had fewer vacancies than before.

One reaction from graduates was to try and concentrate on getting a good degree before applying for jobs. "Having nine rejections is no good preparation for finals. There are students who want the reassurance of a good degree behind them," Mr Putt said.

A new headache for graduates, likely to become a permanent feature, is the reluctance of employers to state firmly their job vacancies for the year.

## Grand old man greets disciples

continued from front page

growing disenchanted with its economic and political and religious traditions. He has been embraced as a figurehead by intellectuals in a move towards a liberal, social-democratic ideal which has been seen as a workable challenge to Marxism.

He was one of the founders, along with Rudolf Dühring and Friedrich von Hayek, of the Institute of Methodology and the Philosophy of Science in Turin, established last year along Popperian lines. The Turin convention was the first to be organized by the institute and attracted many international speakers including the neo-utilitarian Professor John Rawls of Berkeley, California and the Italian minister of finance, Francesco Forte.

Popper reaffirmed in his speech the well-known views on political freedom which he expounded in his books *The Open Society and its Enemies* and *The Poverty of Historicism*. In these works he used his theories of scientific discovery to attack totalitarianism and put forward his idea of the liberal state which allows free competition and piecemeal social engineering.

For him, political freedom is a prerequisite for the search for truth. In his speech he concluded: "A great deal of truth is buried under the ashes of those who wanted to find truth but had no opportunity to discuss their problems."

He lashed back at some of his "best former pupils", notably Professor John Watkins of the London School of Economics, who, he said, had misinterpreted his theory of the three worlds; the physical world, the mental world and the objective world of natural science and language.

The search for truth rests on a free decision which means that it is always open to refutation. But that does not mean it is arbitrary, he said. Like a jury, which weighs up the pros and cons before passing judgment, truth is arrived at through a choice of the facts presented. The freedom of that decision is symbolized by the vote.

## Replacement for genetics watchdog

The Genetic Manipulation Advisory Group will be replaced later this year with a new committee under the Health and Safety Executive, if a consultant document being finalized by the Department of Education and Science is approved by ministers.

Members of the existing group, which vets gene-splicing experiments, approved the move in principle at a meeting in December. But some have doubts as to whether the HSE has the expertise to oversee genetic engineering work properly. The existing secretary of the Medical Research Council now has six years' experience in evaluating the complex protocols scientists in universities and industry submit to GMAC, and this will be lost to the new committee.

In addition, the group, which will be called the Advisory Committee on Genetic Manipulation, will have no members delegated to represent the public interest, as GMAC has. Mrs Jocelyn Chamberlain of the Royal Marsden Hospital, said there had been concern that the move to the HSE would rule out expanding the GMAC's remit to consider social and ethical issues of genetic manipulation. But the rest of the Warlock committee and other groups looking at test-tube baby research suggested that kind of question would be entered for elsewhere.

The document proposing the change will be issued in about two months and will end speculation about GMAC's future. Members of the parliamentary group sponsored by the Association of Scientific, Technical and Managerial Staffs, which has two representatives on GMAC, then sought assurances from the DES that the group would continue.

Scientists find GMAC's procedures irksome, and hope the move will signal a shift to a "watchdog" over potential hazards rather than constant detailed scrutiny. Industrial representatives are unhappy with the risks of disclosure from the present group and believe the HSE can better guarantee confidentiality. And the trade unions believe the HSE is better equipped to deal with large scale projects in industry.

## Open Tech to go into the management field

by Karen Gold

The Open Tech will announce its first distance learning projects in technician and supervisory education next week but will move outside its initial remit into management education before the end of the year.

One project to be agreed at the first meeting of the Open Tech steering group next week would be based at a large management centre. Initially it would be the agency's main contribution to supervisor training. Most of the others projects would concentrate on technicians.

Later in the year, according to Dr George Tolley, director of the Open Tech Unit, they will consider ways in which they can help improve British management skills not only in areas mentioned in the agency's blueprint such as small businesses or new technology.

Other possibilities include conventional qualifications taught by distance methods - such as the MBA (Master of Business Administration) - and production of materials for senior managers, for example on marketing.

Although management education did not appear in the Open Tech blueprint, it indicated that not only technicians and supervisors were in

view. "The future potential of the Open Tech Programme stretches beyond its initial target groups and we do not wish to imply that future developments should be restricted to them," reported the Open Tech Task Group which drew up the blueprint under Dr Tolley.

Technician and supervisory projects would not suffer nor be displaced by the interest in management, he said. Nor would it threaten business schools or the Open University, which had just started a business education course.

The Open Tech planned to fill gaps in existing provision, and possibly to combine expertise from institutions in a management "think tank" with academic and industrial members, Dr Tolley said. This could ponder the problems of British industry and create material for distance learning courses simultaneously.

Creating such a group would reflect the Open Tech's policy to increase the number of commissioned projects in areas needing them in future, rather than reacting to proposals as was done for the first and second group of projects. The latter are now also close to agreement.



Mr Rob Crozier, executive secretary of the New Zealand Association of University Teachers, is the first signatory in Scotland of a British university and college petition against education cuts. The petition calls on the Government to expand investment in post-school education and will be presented to the Prime Minister in March.

## Salary review proposed

Local authority employers are to draw up firm proposals for a complete revision of the further education salary structure.

Officials aim to complete the task by September and will be working on ways of severing the link between levels of work and salary. They are also keen to reduce costs so further education can compete with the Manpower Services Commission's skill centres and private training schemes.

The employers met union leaders this week to discuss general observations made by both sides on the salary structure. A commitment to produce firm proposals emerged after union criticism of the insubstantial nature of the employers' outline case.

## SED cuts plan faces opposition

Education college principals in Scotland will oppose proposals from the Scottish Education Department to cut the numbers of community education students.

The SED sent out a consultative letter saying a total reduction from 370 to 320 is likely to be needed, with last session's intake of 190 being cut in September to 120. It realizes there has been a "steady demand" for community education graduates and therefore has allowed a substantially increased intake in recent years. But it says an appropriate

level for future years should be below the present peak and adds that community courses should not be exempt from cuts affecting other sectors of higher and further education.

The Joint Committee of Colleges of Education in Scotland, made up of the principals and representatives of the boards of governors, meets on Monday and is expected to argue against any reductions on the grounds that there is a considerable need for community education graduates, and that they are successfully finding jobs.

## HMI examines the training of teachers

by Patricia Santinelli

Her Majesty's Inspectors are to conduct a two-and-a-half-year inquiry into teacher training institutions across the binary divide.

So far the inspectorate has told 20 public sector institutions, one the recently-reopened Bishop Grosseteste College about the investigation. A further 10 will be added to the list from Wales and Scotland, at the request of colleges there.

This is the first inquiry into initial teacher training as a whole ever undertaken by the Inspectorate and it will gather data showing the breadth of the system. Its main emphasis will be on the curriculum rather than cost-effectiveness.

It has tried to get a spread of proper geographical regions, types of training and sectors in its selection of institutions which represent about half the colleges left after the recent closures.

The HMI says there is nothing sinister behind its inquiry, but there is suspicion that this is part of the Secretary of State for Education's attempt to tighten up the Qualified Teacher Status award.

Mr Leonard Marsh, principal of Bishop Grosseteste College, said he was delighted with the prospective inquiry because he had been suggesting something similar for the last three years.

The Inspectorate has already visited three university departments of education and has three more invitations.

The HMI is well aware that some departments might see it as an attempt to interfere in areas outside its remit.

There are no immediate plans to declare staff redundant in colleges where Sir Keith has put an end to teacher training.

This emerged at a meeting of the 14 affected colleges, organized by the National Association of Teachers in Further and Higher Education.

It is unlikely any details of the job losses will emerge before Easter as many colleges are waiting to see what the National Advisory Body will suggest.

Many of the institutions are still campaigning to keep their teacher training - like De La Salle College and North-East London and Thames polytechnics. Others are holding talks with both the Department of Education and Science and the HMI, about retaining in-service training.

The Government's advisory body on teacher training has recommended that exemption from professional courses for maths and science graduates should be withdrawn at the end of this year.

The Advisory Committee for the Supply and Education of Teachers says that the exemption introduced in 1973 is no longer necessary as there is likely to be an adequate supply.

About 420 graduates, 133 in maths, entered teacher training via the exemption in 1981/82.

'More basic skills needed', FE Unit

Too many people think of skills as the ability to undertake a single, limitless task, such as typing or welding joints, says a report published by the Further Education Unit this week.

What young people really need is a core covering areas such as language, numbers, problem-solving and relationships which will equip them to cope with a range of work.

This is important at present when high unemployment and technological changes mean many young people face a working life in which they have to make several changes of employment," says the report.

Characteristics which employers say they seek from young people include versatility, initiative, a willingness to solve problems, a sense of pride in a job and a readiness to ask questions and listen carefully to instructions.

So all lecturers including specialists should be prepared to give time and



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## Polys accused of racism

by Felicity Jones

Several polytechnics have been accused of racial discrimination over their treatment of a sixth former from Kent who was threatened with classification as an overseas student unless he completed additional fee assessment forms.

The pupil who is at school in Folkestone, Kent, but preferred not to reveal his identity, wrote asking for prospectuses and application forms for courses in electrical engineering. Along with the replies from Brighton, Coventry and Central London polytechnics he received fee assessment forms for completion by students of overseas origin.

Nowhere in his letter did he suggest that he was from abroad. He has lived in Britain for 13 years and

the only reason why he should have been sent the extra forms, was that he has a foreign-sounding name.

The school's deputy headmaster said no other pupil received a similar form. He said the pupil was "very distressed" to be singled out since the forms asked for detailed personal information, in particular the P.C.I. form, about his status in this country, and the conditions on his and his parents' passports.

He was also threatened with being charged automatically at the overseas rate if he did not complete them.

A National Union of Students representative said the polytechnic should have waited for the initial application to be returned before sending the overseas fee form.

The chairman of the Commission

for Racial Equality, Mr Peter Newsam, said the applicant should have been told the form was for an isolated case of the result of national policy.

The polytechnic registrars said that there had been an administrative mistake if the pupil had been sent this form on first inquiry.

The assistant registrar at Brighton Polytechnic, Mr Edward Cory, Wright said there was no question of discrimination but polytechnics faced problems over fee assessment. "We feel that we have been left high and dry, particularly since Lord Scarman's judgement over the definition of overseas status, due to lack of guidance from the Department of Education".

Scarman statement, page 8

## Labour to investigate infighting for NUS

by David Jobbins

Top officials in the Labour party are to investigate how two of its organizations ran candidates against each other for a key National Union of Students policy committee.

The Labour Party Young Socialists put up two candidates of their own in opposition to two nominees from the National Organization of Labour Students for election to the NUS further education national committee.

Although the LPYS candidates were beaten the issue was raised with the party's youth committee last week and the outcome is an inquiry by the committee's chairman, Mr Denis Howell, MP for Birmingham Small Heath, and the party's national agent, Mr David Hughes.

The decision to hold an investigation into what a Labour spokeswoman said was a "lack of coordination" is to be ratified by the national executive next week. It will report to the youth committee early in February, probably recommending more foolproof guidelines for demarcation lines between the two organizations.

But the fundamental clash is over the acceptability to the current Labour leadership of the NOLS compared with the Militant-dominated LPYS.

The LPYS has lost a large slice of its budget to the NOLS, which increased its budget by £2,000 to more than £10,000. The NOLS also expects that the youth committee will



Neil Stewart: second term?

react more favourably to requests for money from the joint campaigns funds. £900 has already been granted towards preparing student activists for the general election.

The Tendency was soundly defeated at the weekend when they sought to run NOLS candidates for all seats on the NUS executive. Instead the pluralist line of the NOLS leadership won the day, although it is to run four candidates for part-time seats on the executive.

The NUS president, Mr Neil Stewart, is to seek a second term, as is education vice president Mr Tommy Sheppard. Mr Phil Woolas, already a part-time executive member, is to seek to replace retiring treasurer Mr Alan Watson.

## Oral history archive set up

A new archive of oral history recordings is being set up in London by historians dedicated to the general study of "people's history".

The London History Workshop Centre has been given a £10,000 grant from the Nuffield Foundation to build a tape library of oral history drawn from more than 40 different sources and study groups.

The centre will shortly open as a resource centre for use by historians and school parties, and will publish a series of pamphlets. It also plans to repeat a successful summer school on London oral history held last year.

The centre is run by the History Workshop Group which began at a conference at Ruskin College, Oxford in 1966 to extend the frontiers of historical inquiry using particularly oral material, industrial archaeology, and more recently photography and

urban lore.

A new Television History Workshop group has been established, and its first series of programmes *Making Cars* - a factory history of Morris Motors based at Cowley, Oxford - has just started on Channel 4. The next series, in the summer, will be *Women Speaking*.

History Workshop also launched a collection of essays last week as an international tribute to Professor Eric Hobsbawm, emeritus professor of social and economic history at The London History Workshop Centre, which will be at 42 Queen Square, London WC1.

*Culture, Ideology, and Politics*, edited by Raphael Samuel and Gareth Stedman Jones, essays by Eric Hobsbawm, published by Routledge and Kegan Paul, price £6.95.

## Administrators angry about lost job chances

The Association of University Teachers has asked London University for details of recent appointments to jobs in administration within its colleges as the first step in a campaign against recruitment from outside the university sphere.

The union is worried about what it claims is a trend towards filling senior administration posts from areas such as the armed forces and government rather than from the ranks of existing college administrators at a time when spending cuts mean there are fewer opportunities. The matter has been raised

through the university's joint general liaison committee. The union says it will also be taking it up through other appropriate committees on which it is represented. Regional official Mr William Hennessy said the problem may well exist in other universities but recent cases at London were causing particular concern.

One example the union cites is of a college secretary with many years of experience being made redundant from one college while an ex-army officer was being taken on to fill a similar post at another college. A recent issue of the Conference

of University Administrators' newsletter carried a complaint from an administrator at the School of Hygiene and Tropical Medicine about the "continuing undervaluation" of the profession.

Professor Randolph Quirk, vice chancellor of the University of London said that the criticism was merely highlighting a couple of appointments that were being made all the time in a vast university.

The university had from its own resources appointed a redeployment officer to help with transfers from job to job and school to school.

## Brief changes for literacy unit

by Karen Gold

Government-sponsored adult literacy and basic skills teaching must no longer be geared to job-hunting, following a change in the remit of the Adult Literacy and Basic Skills Unit.

The change was mentioned by junior education minister Mr William Shelton last year, but has only recently been agreed following protracted negotiations between the unit and the Department of Education and Science.

It adds the goals of improving an individual's prospects for "education and training" as alternatives to the "employment" of the original remit, as legitimate reasons for funding development projects within local education authorities "designed to improve the standards of proficiency for adults... in the areas of literacy and numeracy, and... related basic communication and coping skills".

ALBSU's director Mr Alan Wells said that the change was not as substantial as the unit had wanted since the idea of leisure as another legitimate reason for improving skills was not included. But it did show the Government recognized that in a time of high unemployment projects could not be judged simply on whether they improved immediate job prospects.

"It's significant that at a time when education seems to be moving more towards vocational education, this shows that is not the only kind of education that is important, nor the only kind of motivation" he said.

ALBSU's future is also the subject of a series of nationwide meetings consulting local authorities, voluntary organizations and other providing bodies, as well as tutors and students, on how it should develop after 1985 - the date to which its remit was last extended.

More than half those meetings have taken place, and there is almost unanimous support for the continued existence of a central development unit, according to Mr Wells. Opinions have been divided over whether such a unit should extend its interest to coping and life skills, and whether it should continue to sponsor innovative projects solely on their national rather than local contribution.

But most of those consulted wanted a clarification of ALBSU's uncertain position as far as English as a second language was concerned and a longer term remit.

## New industry links proposed

by Olga Wojtas  
Scottish Correspondent

The eight Scottish universities and five colleges have joined a campaign to forge an alliance between higher education and industry.

The £100,000 scheme has been launched by the Scottish Council (Development and Industry), an independent organization whose members include companies, banks, trades unions and chambers of commerce. The initiative for the scheme has come from British Petroleum which last year was the principal sponsor of the Donaldson Report on the relationship between industry and Scottish schools.

A steering group, chaired by Dr Tom Johnston, principal of Heriot Watt University, will conduct an initial six-month investigation to see how experience in higher education could be used to improve Scottish businesses.

The Scottish Council was considering

how to rejuvenate the Scottish economy through educational and industrial links, said Dr Johnston, and such links were in the forefront of current discussion on high technology in the United States.

As well as the universities, Robert Gordon's Institute of Technology, Napier College, Glasgow and Paisley Colleges of Technology and Galashiels College of Textiles are backing the project. Companies involved include The British Technology Group, The Caledonian Aviation Group, IBM and ICI.

The deputy principal of Strathclyde University Professor James Harvey, and Mr Michael Webber of the Scottish Business School will join five industrialists interviewing both academics and business people on potential links.

Mr Johnston said there were many existing links between industry and education, "but like Topsy, they just grew. They are very much ad hoc, and some have been the inspiration of government, others the institution's own initiative."

"We need to harness the brain power we've got, and draw on what are the good parts of the experience we've had so far."

Mr Harries Morrison, the council's chief executive, who described the venture as "potentially one of the most important initiatives in the council's 50 years history" said studies at a UK and European level tended to be too diffuse. Scotland, however, was small and self-contained enough to be vividly analysed.

Dr Johnston said it was hoped to complete interviewing by Easter. "This is action research, not an academic study for its own sake," he said. "If we produce recommendations later than mid summer, we couldn't expect much to happen in the universities before October 1984."

Dr Johnston agreed that the council could well recommend external funding for higher education projects but added: "This is not a cry de coeur in disguise, and simply an exercise to find more ways of getting money into the system."

## Review of tutorial relations

by Sandra Hempel

Kent University is reviewing the way it monitors students' progress, following criticism from the Archbishop of Canterbury.

Dr Robert Runcie expressed concern over the ease of a theology undergraduate, Simon Gosling, who was sent down last year for poor attendance and work record.

Mr Gosling failed his first-year examinations but after passing them at a resit, was then absent because of illness and personal problems when he missed many lectures and did none of the required essays.

He first took his case to the High Court where he was told approach Kent's Visitor, who is Dr Runcie. While rejecting Mr Gosling's appeal, Dr Runcie said in his report that he was concerned that no attempt was made to contact Mr Gosling to find out why his record was so poor. "We think this indicates there may be grounds for a fresh consideration of tutorial relationships and we hope some thought may be given to this by the appropriate authorities."

The university has since reinstated Mr Gosling on compassionate, not legal, grounds and he is expected to take up his studies again soon.

In a memorandum to members of the senate and council, the vice chancellor Dr David Ingram says that the university is considering ways in which academic assessment and oversight could be improved, particularly in view of the current financial position, and that recommendations will shortly be put before senate and faculty boards.

If students were often absent it might be necessary to have a "less personal way" of checking their progress, the vice chancellor says.

This could mean that tutors would be relieved of some routine work to have more time for students who have problems, a university spokesman said.

"But Mr Gosling did not keep his tutors informed or seek their help. The university believes a balance should be kept between providing tutorial support and spoonfeeding."



A portrait of Professor George M. Burnett, the former principal of Heriot-Watt University who died in 1980, has been unveiled at the university by his widow, Mrs Nan Burnett, who was accompanied by her children, Mr Alastair Burnett and Mrs Susan Rutherford.

## How adult campaigners plan to step up the PACE

The Save Adult Education Campaign, a collection of adult education providers, teaching unions and students, is considering proposals to change its image and activities from that of a last-ditch defender of a beleaguered service into a pressure group campaigning for its future.

The proposals, to be discussed by about thirty member organizations next month, include a change of name to the Partnership for Adult and Continuing Education (PACE). This is intended to reflect the new forward-looking approach which the chairman, Mr Robin Gray, describes in a letter to members as "change of emphasis from a defensive, reactive organization, to a campaigning, initiating one."

They are contained in a draft manifesto for the campaign, which includes the general aims of securing more recognition and resources for adult education, improving the range, quality and accessibility of provision, halting the trend towards higher fees and a self-financing service, and the establishment of a mandatory basis.

A right to education at all stages of life should be established together with minimum standards of provision

and a guidance and counselling service, the draft manifesto says. An independent research and development organization should be founded to promote and coordinate adult education developments.

The proposals for change follow a request by last year's SAEC annual general meeting for a reconsideration of the campaign's aims after its three years of activity. According to Mr Gray, publications such as the *Adult Education* and the *Continuing Education* from policies to practice" and the Labour Party's plans for post-16 education are part of a change in attitude to adult education.

The new organization would advise local authorities, address conferences and encourage MPs belonging to the House of Commons all-party adult education group to take up issues rather than simply providing them with information on request, he said.

"I have a strong feeling that the tide of the argument is flowing our way - the implementation of the operational policies that is the logical sequence to acceptance of the case for adult and continuing education will, nevertheless, require sustained pressure."

## MSC seeks sponsors for youth scheme

by Patricia Santinelli

Colleges, local education authorities and voluntary agencies are being asked to provide at least half of the places for the Government's one-year Youth Training Scheme which was officially launched this week.

Announcing a £1.5m advertising campaign to recruit sponsors and managing agents Mr David Young, chairman of the Manpower Services Commission, said they were looking for a further 300,000 places for the scheme which begins in September. He hoped half of these would come from colleges, i.e.s and voluntary agencies.

So far we already have had the offer of 50,000 places from major employers. In addition we have 100,000 high quality Youth Opportunities Programme places which will be converted to YTS," he said.

Among employers listed by the MSC are British Rail, the Federation of Clearing Banks, GEC and the British Association of Professional Hairdressers Employers.

The commission has already made it clear what sort of regional distributions of places it expects. The highest numbers are to be in the Midlands and South East with 80,000-85,000, whilst the lowest are to be in Wales with 25,000.

Mr Young stressed that the scheme, which is to provide all 16-year-olds and unemployed 17-year-olds with vocational preparation should combine work experience and a minimum of 13 weeks' further education training was designed to be a permanent feature with the emphasis on high quality.

In fact the commission has taken the unusual step of publishing minimum standards which it expects sponsors and managing agents to adhere to, although it accepts that these will evolve as the schemes get off the ground.

Schemes are to contain at least eight design elements which include occupationally based training, five core areas including an introduction to computer literacy and information technology, as well as assessment and certification.

They should provide training in six broad areas such as basic skills and additional skills, job specific and transferable skills, the world of work and personal effective-

ness, planning and problem solving. The commission confirmed that sponsors and managing agents are to get a total of £1,950 per trainee per year, and unlike in YOP, employers will be able to obtain funding six months in advance, while managing agents will be paid three months in advance.

At the moment YTS trainees are not expected to receive more than £25 a week, but this is expected to be renegotiated in June following an undertaking from the Secretary of State for Employment. The new level may be between £28 to £30.

Further education training on YTS, as revealed at the end of last year, will be much cheaper than on YOP. Colleges will receive only £14.70 an hour for each course they run, a third lower than on YOP. The commission is confident that colleges will accept this readily.

The commission was unclear as to whether it would eventually ask colleges officially to remain open for 52 weeks to run the further education element of YTS. It is likely that this will remain a local issue dependent on the number of trainees and employers in the different areas.

The National Steering Group for the new technical vocational education scheme is to have a further education representative according to the Manpower Services Commission.

Mr David Young, chairman of the MSC said last week that the commission which was attacked by the National Association of Teachers in Further and Higher Education when the membership was announced was a mere oversight. He proposed to announce the name of the chosen candidate soon.

Conservative trade unionists have given a warm welcome to the Government's technical education initiative for 14 to 18-year-olds as a "first step" towards enabling young people to match Britain's foreign competitors in development of new skills and technologies.

A resolution at the Conservative trade unionists' Bristol conference last weekend also called for closer cooperation between the Department of Education and Science and the Department of Employment to ensure the most effective use of abilities and resources.

It was moved by the organization's teachers' group.

## Changes will help over-16s

The Scottish education minister, Mr Alex Fletcher, has announced plans for a new school and further education curriculum to help the over-16s.

The Scottish Education Department's document, *Sixteen to Eighteen in Scotland, an Action Plan*, proposes new courses based on learning units rather than single subjects and hopes by 1985 to reduce the present variety of vocational certificates to a single certificate of vocational studies based on the units completed by candidates.

At present, said Mr Fletcher, there were unnecessary barriers between school and further education. "Young people are faced with a bewildering variety of choices which lead many to take a wrong turning."

Current further education courses have been devised for some branches of industry and commerce, says the report, which makes it difficult for young people to move within the system. Separate courses are often designed with their common content ignored with, for example, the various

branches of engineering each devising a maths syllabus.

This new curriculum, says the SED, will enable students to attend courses both part time and full time and "offers clear possibilities of credit transfer within and among institutions."

The SED seems to discount the concept of tertiary colleges, however, saying that it will not ask education authorities to make changes in organization or set up new institutions.

The report says that closer collaboration between schools and FE colleges implies staff flexibility. "Differences in the minimum qualifications necessary to hold a teaching qualification for secondary and for FE are the principal and most obvious barriers to progress in this area."

But it reports that the professional Scottish teaching body, the General Teaching Council has rejected the idea of a new 16-18 teaching qualification, and sees no reason to change the training for secondary or FE teaching qualifications.

## Public support for Preston's poly

A random poll by students at Preston has revealed considerable public support for post-school education and for the town's polytechnic.

Nearly 97 per cent of the 175 people canvassed said that further or higher education was important for school leavers and almost as many thought it important for the unemployed. It was still generally considered that people who had received some form of higher education had a better chance of getting a job than others not so privileged.

A surprisingly high number of people seemed largely ignorant about the

## Preston's poly

polytechnic and did not realize that it was the only one in Lancashire. But they were not surprised to learn that the future of the institution was being threatened by Government policies.

The majority thought the local authority should protect Preston Polytechnic against cuts and a campaign be carried out to bring it to the attention of parents and students that educational and job opportunities were at risk.

The student union president Paul Holton said that the survey presented an important message to the local authority.

## TEC applicants have too little maths, say universities

Some universities are reluctant to admit applicants from Technician Education Council courses to engineering degrees because they have too little mathematical experience, university admissions tutors have told the council.

The said at a meeting in London that better communications were needed between colleges and universities to help them assess candidates.

The council believes that practical skills should also be taken into account when TEC students are evaluated for university entry. But one university tutor said afterwards: "frankly, we

actively discourage them at the moment because we're a bit worried about the maths."

However, some universities are trying to get round the problem by seeking additional maths qualifications before admission or offering supplementary teaching.

Only about 1 per cent of TEC students seek entry to university, although they now make up as much as 10 per cent of the new intake on some engineering degrees.

University representatives emphasized that the Universities Central Council on Admissions form was not

designed for details of TEC courses, and admissions officers invariably had to write to the college concerned for full information. However, universities which had taken larger numbers of TEC students were beginning to learn what passes to look for, and which colleges produced the most capable candidates, they said.

Some felt that courses with exams at the end of term or session gave a better guide to likely performance within the university system. Tutors also asked for more detailed literature from the council to help them to assess TEC students' grades.



# 'Blacks lose their sporting chance'

from Peter Davitt

WASHINGTON  
Far-reaching plans to reform inter-collegiate athletics in the United States have caused a bitter rift between black and white colleges which field football and basketball teams in the student first division.

At a stormy meeting in San Diego last week the presidents of big universities persuaded the National Collegiate Athletic Association - the governing body for college sport - to adopt stringent new rules to ensure that players in big-time inter-collegiate matches are bona fide students with respectable academic credentials.

But the rules were vehemently opposed by the presidents of black colleges represented in the first division, who said the new rules would discriminate against black athletes. Several black universities are threatening to retaliate by withdrawing from the NCAA and from the American Council on Education, the body which proposed the new rules.

The most contentious of the new rules, which will come into operation in 1986, will prevent first-year students from participating in major sport competitions unless they have school-leaving qualifications showed evidence of academic competence.

A first-year student would not be eligible to play unless he or she left high school with a grade point average of at least 2.0 (on a minimum 4.0) in a core curriculum of academic subjects including English, mathematics, social and natural science.

In addition, the student athlete will be required to have scored at least 700 (out of a maximum 1,600) on the combined verbal and mathematics portions of the Scholastic Aptitude Test (SAT) or an equivalent score on the American College Testing Service (ACT).

A second rule, which will be introduced in 1984, will insist that student athletes show signs of making satisfactory academic progress at college,



College football: will the new rules overturn the system?

earning a specified number of credit hours on a single degree programme.

Mr Joseph Johnson, president of Grambling University in Louisiana, said the proposal discriminated against student athletes from low-income groups and ethnic minorities by introducing arbitrary cut-off points based on controversial testing procedures. The SAT has often been accused of a cultural bias against blacks.

But delegates at the NCAA voted three to one in favour of decisive action to reduce the growing number of scandals where talented athletes have remained on student teams while pursuing bogus degrees or receiving covert payments in breach of amateur rules.

Mr Fred Davison, president of the University of Georgia, said it was critically important for universities to

re-establish academic standards for students participating in big-time sport.

He continued: "This is absolutely necessary for the future of college athletics and for the tremendous role athletes can play as an incentive for academic achievement at the high school level."

"High school sports can become the carrot that drives students with athletic ability to academic achievement so that our campuses are not turned into salvage operations," he said.

Intercollegiate sport matches have become a multimillion dollar business in the United States and provide universities with lucrative incomes from gate receipts and the sale of television rights. But the pressure to compete and field star athletes has led to a succession of scandals.

In many cases, universities have recruited student players who are enormously talented athletically but have no realistic prospect of completing an academic degree. Other scandals have involved the covert payment of star athletes who are supposed to observe strict amateur rules.

The NCAA has tried to prevent such abuses by imposing numerous regulations on member universities, but they have not been completely effective. At present the NCAA has 19 colleges on probation for violating its rules and is investigating another 35.

Last year the extent of rule violations and corruption became so alarming that the American Council on Education, which represents 1,600 universities, colleges and higher education associations, warned that higher education institutions were being brought into public disrepute.

An ACE committee under Harvard president Derek Bok suggested imposing the new rules to restore academic standards and bring college sport back into the mainstream of academic life. Members of the committee warned that if the NCAA refused to adopt the reforms leading universities would adopt them unilaterally and refuse to play institutions which did not.

Black college presidents are incensed that the ACE pushed its proposals through the NCAA without consulting them. They claim the new academic standards have been set far too high and will destroy the hopes of young black sports players.

Dr Jesse Stone, president of Southern University in Louisiana, labelled the changes "patently racist" and warned that black universities were considering leaving both the NCAA and the ACE.

A. B. Williamson, the basketball coach at Howard University in Washington, predicted the rules would eliminate almost all black students from competition in their first year.

## Harvard boycott goes ahead

Undaunted by hostile press comment, students at Harvard's law school have carried out a threat to boycott a course on race discrimination being offered this term by two civil rights lawyers.

Protesting students, led by Harvard's Third World Coalition, forced some 40 colleagues, who chose to attend the lectures to walk through a picket line before participating in a first lecture a fortnight ago. The protesters objected to the fact that one of the teachers on the course, Mr Jack Greenberg, is white.

The student action was planned as soon as details of the new course were announced last summer. The Third World Coalition, a group representing minority students, said the course ought to have been taught by minority group lecturers on the law school staff.

Mr James Vorenberg, the law school's dean, argued in a letter to students that the boycott would damage race relations. "To boycott a course on racial discrimination, because part of it is taught by a white lawyer, works against and not for shared goals of racial and social justice," it said.

In months of intense debate before implementing the boycott, however, spokesmen for the Third World Coalition denied that they objected to Mr Greenberg simply because he was white. They said the use of a white lecturer from outside Harvard exemplified the university's failure to appoint enough black lecturers.

Mr Cecil MacNab, joint chairman of the Third World Coalition, said the university had run the course as an inadequate response to student demands for a course on civil rights issues and for the recruitment of more black lecturers. Only two members of the university's 66-member law school are black.

## Call for more resources

by Olga Wojtas

The final report of New Zealand's University Grants Committee review is likely to recommend more academic staff and increased resources for research and libraries.

The report of the three man committee of Professor Bert Brownlie, vice-chancellor of Canterbury University, and two of New Zealand's most prominent businessmen.

Previous UGC recommendations were for a staff student ratio of 1:10 but this was eroded over a number of years because of increases of several hundred per cent in non salary items. Universities were not reimbursed for these and had to divert money intended for salaries.

The staff student ratio is now over 1:12, but the Brownlie committee's staffing paper reiterates that it should be 1:10.

The report is understood to conclude that the universities seem to be meeting the needs of both the public and private sector at present, but

stresses that more resources are urgently needed if any further progress is to be made.

It is vital to have new equipment for research, said previous UGC discussion documents, which singled out computer science as one of the most vital areas to receive more funding. They also called for an increase in the number of social work graduates.

Mr Rob Crozier, executive secretary of New Zealand's Association of University Teachers, who has been visiting British universities for the past six weeks, said the recommendations contained in the previous discussion papers showed there was "very good support" for the present university system from the Brownlie committee.

A staff-student ratio of 1:10 was AUT policy, he said, and the system was now estimated to be around 700 lecturing posts short.

But Mr Crozier was concerned that despite changes in the tertiary assistance grants scheme, students may still face financial problems in coming to university.

An extra grant allowance for living away from home will be available from the new session beginning next month, but this added to the basic grant means a weekly allowance of only New Zealand \$30 (£23). An additional hardship grant of New Zealand \$10 (£4.50) is given to only a small minority of students whose parents fill in a complex means test questionnaire.

Mr Crozier said there had been virtually no change in the student grant over the past seven years. "The system has always relied on students working in the holidays, and they need savings of about £500 just to survive," he said. "This has never been a problem in the past, but now because of general unemployment, students are having difficulty finding work, and our worry is they may not be able to earn enough to get to university."

The government is committed to open entry on one hand, but if it's financially more difficult, there is a long term danger of turning it into an elitist system.

## Merger dispute is settled

A two year dispute between a number of Australian colleges of advanced education and the federal government over forced mergers has now been settled. Four out of 30 colleges, which were told to amalgamate with other institutions in 1981 or have their federal funding cut off, resisted the commonwealth's demands for a year but have now accepted the inevitable.

The minister of education Senator Peter Baume, said he had approved payment of grants for 1983 and 1984 to Armidale, Newcastle and Milperra colleges of advanced education in New South Wales, and the Hawthorn Institute of Education in Victoria. Armidale CAE would be amalgamated with the University of New England and Newcastle CAE with the University of Newcastle.

Detailed arrangements for Milperra and the Hawthorn Institute are still being finalized by the respective state ministers for education.

## Castro puts his faith in university 'volunteers'

Cuba must have a firm determination to "improve the quality" of its university education, president Fidel Castro observed in his address at the recent congress of the Cuban federation of university students (FEU). Yet he is clearly prepared to override the educational needs of his students when the need arises by calling for final year "volunteers" whenever the needs of the Cuban economy or its international commitments demand.

Such calls are quite frequent and, according to Castro, are met with 100 per cent readiness to volunteer by the department in question. He cited several examples. That first concerned problems in the sugar industry: contact was made with the FEU, and hundreds of senior engineering students went immediately to the sugar mills and the cane fields. Similar situations in the steel industry, and "basic industry" met, said Castro, with a similar response.

Then came the problem of new weaponry for the Cuban army. When this arrived there were "insufficient" army training personnel to cope with it so 300 final-year students of electronic engineering were asked to join the armed forces - and all 300 volunteered.

In 1981 a call came from Nicaragua for more doctors to supplement the Cuban medical teams already working in that country. Cuba had no more doctors to spare but it did have 1,000 sixth-year medical students. The FEU was asked to select 100 volunteers to go to Nicaragua and all 1,000 students volunteered. The necessary 100 were selected from



Castro: emphasis on quality

them. A similar solution was found to the same problem in 1982.

Cuban aid to her overseas allies seems generous to judge from Castro's speech. After a group of Cuban teachers in Nicaragua were "murdered" by what he describes as "gangs, armed, encouraged and organized by imperialism", Castro had offered, he said, "100 per cent Cuba's primary teachers" to Nicaragua.

"Imperialism", Castro also claimed, had "orchestrated gross scandals" about the presence of Cuban teaching and medical personnel in Latin America, alleging that they were "special troops". Indeed they were, he said, "special troops of culture, morality and dignity", doing their work under the most "incredibly difficult conditions that can be imagined."

Meanwhile, a number of recent graduates from EEC countries will soon be learning Japanese in Japan under the European Commission's executive training programme designed to help EEC countries.

## Rome introduces four postgraduate courses

from Uli Schmetzer

ROME  
For more than a decade Italian academics have pointed out the need to introduce postgraduate courses to stimulate research.

After a series of attempts aborted by the constant fall of governments a law reform in July 1980 created a doctorate of research and gave the option to every university to organize doctorate courses.

This month Rome University, Italy's most congested campus with 150,000 students, announced that it would launch four-year postgraduate courses this year.

Rector Carlo Ruberti, an able politician, heralded the decision as a significant effort to "close the gap between the Italian university system and that of other countries."

He said at the launching ceremony the courses were not only an important key to the campus reforms but would encourage young graduates to take up research that would keep them at universities later as staff.

But there was one catch already. Of the 407 postgraduate posts made available by the university 143 have already been earmarked for "senior" members of public administration or have been promised to "senior" teachers at secondary schools.

That left only 264 posts for *laureati* holders anxious to continue their academic careers. These posts will be awarded after an examination of

each applicant, who can then apply for a limited number of scholarships.

Academics are even more baffled by the incredibly wide range of courses available for the successful applicants. There are 57 doctorate courses ranging from the conservation of architectural heritage (obviously designed for public servants) to Roman and East Mediterranean law in humanities faculties and evolutionary biology, electrophysiology and space engineering in the science sector.

The courses are part of a long overdue government plan to boost Italian research, sadly neglected during the 1970s, when the unwieldy mass campuses, overcrowded and side-tracked by political issues, gave little scope for research projects.

In a surprise move last year the government made available £2.2bn for scientific research (A £4.2 per cent increase over the previous year). At the same time the national research council announced that an extra 3,000 full-time researchers would be employed to bring the envisaged number of researchers to 35,000.

As expected, the bulk of funds was allotted to engineering and nuclear research as Italy desperately tried to keep pace with academic research and opportunities in other western countries, having lost an estimated 10,000 of its brightest students to foreign universities last year.

## Japanese teach in English

from A. S. Abraham

Lectures and teaching materials in the postgraduate civil engineering course at Tokyo University are to be in English instead of Japanese from April onwards. The university authorities have agreed to this change under pressure from staff who say promising overseas students have been put off enrolling by the difficulty of learning Japanese.

University staff returning from a recent mission to academics in other Asian countries reported that although Japanese universities were held in great respect, the language barrier was regarded as insuperable even by many first-rate graduates.

A spokesman for the Japanese foreign ministry said: "It is hoped that the opportunity to study civil engineering in English will attract a far greater number of overseas students, and that it will serve to broaden the intellectual experience of Japanese students enrolled on the same courses."

Meanwhile, a number of recent graduates from EEC countries will soon be learning Japanese in Japan under the European Commission's executive training programme designed to help EEC countries.

## Recognition restored

from A. S. Abraham

BOMBAY  
Apparently under pressure from the provincial government of Bihar state in eastern India and from affected medical students there, the Indian Medical Council has restored recognition, albeit temporarily until 1987, to the five medical colleges in the state which it had de-recognized last April.

The colleges are Bhagalpur Medical College in Bhagalpur, Patliputra Medical College in Dhanbad, Nalanda Medical College in Patna, Magadh Medical College in Gaya, and the S.K. Medical College in Muzaffarpur.

Recognition had been taken away when an inspection by IMC monitors found the colleges not to have enough staff, equipment, buildings and other teaching and training facilities. The step threw the careers of hundreds of medical students into jeopardy and was a humiliation to the government of a state which, even by Indian standards, is notorious for its corrupt, cruel and caste-ridden bureaucracy.

On December 9, the IMC had sent the state government a letter saying that the five colleges had not yet complied with the minimal requirements to merit recognition. Yet, on December 24, a second letter was dispatched, "modifying" the earlier one and restoring recognition for five years during which time the colleges are expected to take the necessary measures to come up to scratch.

Normally, the IMC does not restore recognition until it has inspected the facilities made available since the withdrawal of recognition and is satisfied with them. In this case, no such inspection took place before the re-conferment of "temporary" recognition.

One of the IMC's complaints had been that 350 teaching posts had not been filled in the colleges. Since April, the Bihar government claims to have filled 179 of them, more than throughout the preceding five years. Yet, many of these appointed have not yet started work. Nor is it clear what criteria this rush of appointments has been made.

Again, the state health department estimates total expenditure on providing adequate buildings for the five colleges at about Rs.16 crores, or a little under £10 m. But the amount sanctioned for them in the current year is only Rs. 2 crores.

## Our North American editor reports from a recent colleges' conference in Washington

### Former education secretary calls for 10-year unit on tenure

A former education secretary opened a conference in Washington last week with an outspoken attack on academic tenure and call for reforms in university lecturers' conditions of service.

Mrs Shirley Hufstедler, secretary of education in the Carter administration, called on universities to modify academic tenure despite the fact that it was the most sacred of education's sacred cows.

"Job security is unquestionably an important element in maintaining academic freedom. But perpetual job security is not essential to intellectual integrity of either the person or the institution and, in an era of shrinking resources and static faculty growth, tenure rigidity can threaten academic freedom," she said.

Mrs Hufstедler proposed that ten-

ure should be limited to 10 years in future, with options by the university or college to renew tenure in five yearly increments thereafter. As an added incentive for specially talented staff, longer renewal periods could be prescribed for professors appointed to some chairs.

She continued: "The model itself can be modified to meet the needs of the individual institution. As you know, many structures must be moved even to experiment with this design, ranging from rules developed by accrediting agencies to regulations adopted by a particular university or college."

"But the merit of even such difficult changes may become much more apparent as institutions after institutions confronts aging faculties with little or no room to obtain or retain

younger faculty, who can both sustain the continuity of intellectual growth and development and renew the scholarship and the intellectual strength of the institution," she added.

Almost as holy as tenure was the road to tenure. Mrs Hufstедler commented that it was a road "closed by been written for audiences that do not exist". The scramble for tenure had produced reams of published trivia, often larded with unpublished jargon designed to impress rather than inform.

Mrs Hufstедler's remarks were contained in a keynote speech at the beginning of the annual meeting of the Association of American Colleges, which exists to promote the notion of liberal scholarship in its

575 member universities.

In addition to calling for changes in tenure, she appealed to colleges to pay more attention to interdisciplinary work and to improving the speaking and writing skills of students.

Besides learning English, students of the humanities and the sciences should be taught a common vocabulary of concepts and frameworks of thought which could enable them to communicate across the disciplinary boundaries, Mrs Hufstедler said.

She continued: "Human beings fear what they do not understand. If scientists continue to be estranged from the great majority of our people, that fear may well turn to anger that could jeopardize the very developments in science and technology upon which we must depend."

## A liberal awakening

American higher education, beset as it is with financial difficulties and falling enrolments, may be on the brink of an unexpected intellectual renaissance, according to Mr Mark Curtis, president of the Association of American Colleges.

In an optimistic address at the end of the association's annual meeting, he said there had been signs in the past year or two of a promising future on American campuses for general liberal education - a form of education which had been badly neglected since the 1960s.

He continued: "Whereas 20 years ago few faculties were concerned about the overall purpose of undergraduate education and how it might prepare persons to be competent human beings as well as good historians, physicists, mathematicians or anthropologists, now on campus after campus, influential, creative groups within the faculty as well as among academic administrators are awakening to the importance of liberal education."

As evidence for an awakening in-

terest in liberal education, Mr Curtis noted a growing interest among scientists in the problem of making non-scientists aware of the nature and impact of scientific progress. At Columbia College in New York a science was being developed as part of the core curriculum for undergraduates.

In a similar development, the American Association of Medical Colleges had started a three-year study of medical education with the aim of reducing the extent of undergraduate specialization and improving the general education of doctors.

Mr Curtis said the new emphasis on liberal education was being given special help by several charitable foundations previously more interested in professional and specialized education.

The Alfred Sloan Foundation, for example, had recently awarded more than \$3m to 31 liberal arts colleges to develop courses.

## The man with the power . . .

Dr Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching and a former US commissioner of education, was named by a private research institute last week as the most influential person in American education.

The William Moss Institute, a new organization affiliated to the American University in Washington, named Dr Boyer after seeking the opinions of 50 leading educationists. A similar exercise was used to name the individuals considered to have made the best contributions to the fields of communication, health and medicine, economics, energy and the control of crime.

Dr Boyer became president of the influential Carnegie Foundation in 1979 and has been responsible for a number of inquiries. The most recent report issued by the foundation, written mainly by Dr Boyer himself, called on government agencies to give universities more freedom to manage their own affairs.

Later this year, the foundation intends to publish the results of a vast study of American high schools with a set of recommendations for raising standards and restoring public confidence in education.

Other public figures named by the William Moss Institute last week included Paul Samuelson, the Massachusetts Institute of Technology economist. A survey of experts found that he was considered to have made the most important recent contribution to understanding economics.

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## Admissions system remains unchanged

Admissions to Sri Lankan universities in the next academic year will not be according to the numbers in each race. Instead, as previously, 55 per cent of places will be on the basis of population district-wide, 35 per cent on merit on an island-wide basis and 15 per cent from educationally backward areas.

Last year, which was described as a crisis year by President J. R. Jayewardene (who is also minister for higher education), the government decided, under pressure from extremist Sinhalese-Buddhist circles, that university admissions and appointments to the public service would be the basis of the population of each race in the island. A committee was appointed to work out the details.

Dr Stanley Kalpage, chairman of the University Grants Commission and secretary to the ministry of higher education, who recently told a press conference that there would be no change in the admission system in the coming year, added that the committee mentioned above had not submitted its report but it was expected to do so.

## Staff killed in crackdown

A number of university staff are reported killed in a crack-down late last year by the left-wing government of the former Dutch colony of Surinam on the Caribbean coast of South America.

As many as 40 opponents of the government led by Lt-Col Desi Bouterse died following a period of protests in which the trade unions and the university were prominent. The regime says that action was necessary to prevent a counter-revolution by the "wealthy elite."

## Pinochet worried about standards in Chile

by David Jobbins

Plans for Chile's higher education system drawn up by the Pinochet regime have gone badly off course, according to a report by the World University Service.

An expected increase in the number of "private" universities has failed to materialize while the number of state universities has actually increased, and growing concern about educational standards is being publicly voiced.

The new university law of 1980 was intended to reconcile three main streams of thought within the regime. The guiding principle of the new law was monetarist - reflecting the increasing influence of the so-called Chicago boys - a group of economists in the junta directly influenced by studying in the United States under Milton Friedman.

They saw the universities as a state-protected monopoly in need of market-regulation through competition. They foresaw the creation of a large number of private universities to compete with the eight state universities then in existence.

In reality it was the number of state universities which soared to 17 last year. The 1980 law permitted a three-tier post-school system of universities, institutes and academies, and technical colleges. The provincial branches of the state universities, given independent status, have however opted for top-tier status, retaining their right to award degrees.

But, according to the WUS, while the new law is formally committed to opening the universities to competition it introduced a way for some to receive increased funding.

Although direct subsidies are to be halved by 1985, an indirect and increasing subsidy goes to universities with courses attracting the 20,000 best students. They are likely to opt for degree courses rather than for professional or technical qualifications, adding to the pressure for institutions to aspire to university status.

The old universities are seeking to attract the best students and therefore additional funding, often by increasing the number of postgraduate courses they offer. The WUS com-

ments: "Masters and doctorates are now being offered in departments which do not research and in which it seems unlikely that any adequate supervision will be available."

Meanwhile student fees have been graded according to the value of their discipline on the job market, with medicine the most expensive at \$7,000 a year. Loans have to be repaid within 10 years of graduation.

The effect has been a 12 per cent drop in students from poorer backgrounds and an increase - from 27.4 per cent in 1976 to 33.7 per cent in 1981 - from the wealthiest sections of society.

Academic repression has been maintained by the regime, with arbitrary censorship and a ban on political activity within the universities. Academic freedom is defined purely in terms of the right to set up private institutions, according to the WUS.

\*Education and Repression: Chile, £1.95 from World University Service, 20, Compton Terrace, London N1 2UN.



# Physicist enters science policy's centre stage

Jon Turney talks to Sir David Phillips, new chairman of the Advisory Board for the Research Councils.



science, rather on the physics side". He hoped the SERC would be able to come to the ABRC and say some aspect of big physics or astronomy should be curtailed. But if not, "then it would be up to the ABRC to produce that advice".

One way of carrying that advice through would be to have more "independent" members on the ABRC. The heads of research councils, departmental chief scientists and the chairman of the UGC are all ex officio members of the ABRC. The last of these and six other independent members form the group which first evaluates the forward looks proposed by the research councils.

Sir David wanted to see this group augmented to give better spread of disciplines to help add weight to their verdict. "One needs people who know how the research council systems work, but who are also close enough to the bench to know what's going on," he suggested.

He also wanted to increase the representation of industrial research on the board, feeling that "people within industry have research management skills of a particular kind and experience of what the interaction between civil science in the universities and government establishments, and industry ought to be."

While his own work has not brought much contact with industry, Sir David has been on the board of the state-supported biotechnology company, Celltech, for the last year. This he said was "enjoying very much, and it's giving me a glimpse of the development of high technology industry on the biological side". That experience, when the ABRC and the Advisory Council for Applied Research and Development, are coming closer together. Last year the two groups were given a joint secretary in the cabinet office, and one of Sir David's first jobs will be to agree the form of a new, comprehensive annual review of government research and development with the chairman of ACARD, Sir Henry Chilver of Cranfield.

He regards the varied demands of the new post as a challenge, while retaining the hope of all scientists about to shoulder a heavier administrative burden that it will not take up too much research time. A modest man, he combines an easy-going courtesy with considerable determination. But if he should find his new responsibilities at all daunting, he can take heart from his predecessor's view that there is no one best distribution of the science budget. As Sir Alec Merrison put it, "In the end these are matters of judgment, there's no two plus two equals four".

appreciation of the way research costs rise simply through the development of new equipment for doing the same jobs more efficiently - which has perhaps been more important for the success of crystallography than other methods of investigation. When he began in the late 1940s, "we made components very much in the string and sealing tradition - one of the first things I did, with a fellow graduate student, was to assemble an X-ray generator. It was a very labour-intensive business, and the calculations we did by hand."

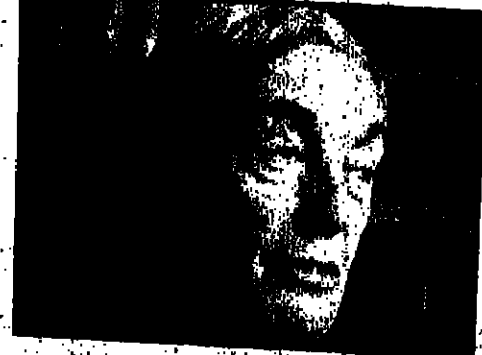
More elaborate projects quickly prompted him to adopt the new digital computers for data processing, and crystallographic studies of biological molecules advanced with the limits of available computing power. Even today, Oxford does not possess a fast enough computer for his unit's needs, and new work relies on a link with a Science and Engineering Research Council machine maintained outside the university. Access to the Cray 1 computer at the Daresbury Laboratory has helped researchers at Oxford "peel another layer off the onion". As the resolution of the technique is increased, a much more dynamic picture emerges than the image embodied in the brass rod models of proteins built in the 1960s. The group now sees lysozyme's chain of amino acids as part of an object which vibrates or pulsates in many different ways, which may also affect its activity in the body.

A second lesson from a career in this field lies in the value of backing Phillips was asked to return from a stint in Canada to work on proteins, he was joining a small group of scientifically ambitious men with faith in their technique in the face of widespread scepticism. The structure of DNA, a relatively simple problem crystallographically, had only just been solved, and more by trial and error model-building than calculation. Proteins were many times as complex: "The crystallographic community was then very divided on whether protein structures were soluble, and I certainly knew many in Ottawa who thought it was a mad enterprise that could never succeed."

The rewards for proving them wrong were considerable. They included a professorship in the new unit at Oxford, swiftly followed by

## Scarman judgment leads to stalemate

John O'Leary on the overseas fees ruling



Lord Scarman created uncertainty

relying on the precedent of the Lords' judgment. Such a possibility was not available before because of the stipulation that rulings by the Secretary of State were immune to the provisions of the Act.

Not surprisingly, in such a legal minefield and with such large amounts of money potentially at stake, no one is committing themselves on further action in advance of a pronouncement from the DES. And the DES lawyers are quite sure that this time they have the answer right.

After all, the best legal brains in the country have been arguing over the concept of ordinary residence for a number of years and successive Secretaries of State for Education have taken the initiative themselves. Last month, it seemed, that they might pay a heavy price for this attitude, when Lord Scarman and his colleagues surprisingly overturned the judgments of lower courts and ruled that students

legislation. Now it seems that the Lords have made such a course inevitable, although the timing is such that at least one intake of students must slip through the net, escaping the higher scale of fees and also qualifying for mandatory awards.

Meanwhile, student unions are being inundated with inquiries from confused members hoping for a financial windfall. Advisors at NUS headquarters have dealt with more than 200 cases since the start of the new term and the number will be multiplied many times at a local level. Their only course at present is to tell students to register a claim with their local authority as long as they made an original unsuccessful application for a grant, and then wait for clarification. If they are asked for payment for health services, the advice is to refer the doctor or hospital to the relevant authority if the student believes that he or she has been wrongly classified.

Both local authority associations, UKCOSA and NUS have all asked for new consultation before ministers decide on their next move. The Council of Local Education Authorities received a report on the implications of the judgment at its meeting yesterday, pointing out the urgency of at least an indication from the DES on the likely direction of future policy.

The fear of the campaigners is that their victory may turn out to have been Pyrrhic: a few students benefit from the judgment and a new, more restrictive criterion emerges in its place. In particular, there is concern that the fees might be delayed and even watered down as a result. By next month, a circular should have been issued by the DES, answering at least some of the questions. Or will it simply provide more work for the lawyers?

Paul Flather reports from a conference marking the hundredth anniversary of Marx's death

## The old gentleman who engenders passionate debate

No thinker since Muhammad has made such an impact on human history as Karl Marx. More than a third of mankind is ruled by governments claiming some sort of allegiance to his philosophies; most other countries have a political party doing likewise.

Last week 130 historians from 21 countries gathered for a conference in Linz, in Upper Austria, in the first of many international conferences to mark the hundredth anniversary of Marx's death. It was sponsored by UNESCO, and organized by the international conference of labour historians group which is based in Austria.

They met to discuss Marxism and historical science, and there is little doubt that Marx would have been surprised to find discussion of his "method" in 1983 with capitalism still very much the dominant form in Europe. Indeed, a recurring theme of the conference - critical for all academic scrutiny of Marxism - was how sacred Marx's writings are.

By the end most had admitted that Marx could make mistakes. Even the Russians. But they also stressed the correctness of scientific socialism as laid down in *Das Kapital*.

The clearest picture of the influence of Marxist ideas emerged: most of those present would regard themselves as Marxist, and yet there were often startlingly different standpoints, most notably of course across the two European blocs. For the East Europeans with so much at stake formal scholarly debate was all but impossible at times. As one historian put it, "There is a great gulf between scholars and state officials. We have both types here."

Broadly the papers dealt with four themes: problems of Marxist historiography; the development of the Marxist tradition; the different formations of society; and theories of the state. The greatest excitement came over the claims of a Dutch researcher from the Institute of International Social History in Amsterdam, that the famous 1844 *Paris Manuscripts* had been given exaggerated coherence and status by the early publishers in 1932.

Great ideological capital could be made from such findings, and as the news spread the paper became more and more the topic to discuss at dinner. But the Soviet delegation from the Marxist-Leninist Institute in Moscow kept missing the point. They ascribed "too much importance" to the early writings. It was left to a German, Henryk Skrzypczak, to say these "lyrics of alienation" have been shown to have "rubber foundations" and that at last they could set up "a dam that can really hold up the flood" of Hegelian and humanist ideas in Marx.

At one stage the Russian, Professor Alexander Malyshev, forgave the Dutch historian, Jurgen Rojahn, as he was obviously a "hard-working young man". Perhaps, he said, Rojahn, who is 41, had started work too early, as the *Manuscripts* were shortly to be republished in the MEGA edition of Marx's works. Professor Herbert Steiner, the Austrian who organized the conference, declined to be unkind.

Undoubtedly one of the purposes of such conferences is to allow eastern bloc historians to meet informally with western bloc historians, irrespective of whatever might have to be said on the platform, recorded, and sent home for careful analysis in the form of conference papers.

The extent of what is said by East Europeans varies according to the person or the country, and for example in the case of Poland, the current state of play in the country, The Soviets, the Rumanians, and the Czechs, are certainly the most "orthodox". Yugoslav for instance attacked Engels' claim that the Slav people were "history-free" demonstrating how they had come into

their history in the twentieth century. The East Germans were constructive in debate, while a Hungarian spoke fiercely about the Stalinist pressures which had undermined historiography. But this, I discovered later, is very much the official line.

A Polish historian discussed the crises in her country since 1944, and described the crisis of 1981/82 as a "mental" failure of the Polish people to adjust to socialist pressures. This, it was widely felt, could be interpreted in different ways.

The opening paper was given by Professor Eric Hobsbawm, who is emeritus professor of economic and social history at Birkbeck College, London, and an Austrian who fled fascism to England just before the war began by reminding the historians of the scale of Marx's achievement.

Professor Shlomo Avineri, the Marxist scholar from the Hebrew University in Jerusalem, wasted no time in making clear that for him any rate Marx was no prophet. In his analysis of the Asiatic mode of production Marx had been wrong, even if this was quite understandable, he said. The conference also heard Marx had been wrong on the Slavs, and on his theory of the state, which had not turned from an instrument of oppression into no more than a kind of central traffic policeman.

Dr James Young, lecturer in history at Stirling University, raised temperatures by urging colleagues to look anew at Marx's writings to re-discover ideas "which appeared to have been lost after 1917". His paper dealt with class consciousness. "I do not want to criticize Bolshevism, but see that it is not applicable to Europe," he said, regaining some ground.

There were papers and discussion on Austro-Marxism, the Paris Commune, the Plekhanov Group in Tzarist Russia, and Kautsky. Professor Sadao Ohno from Japan said he had unearthed a notebook of Marx on geology in which economic development was likened to a forest.

The only American, Dr Helmut Gruber, professor of history at the Polytechnic Institute of New York, presented a startling paper that Marxism had "triumphed" in American universities, even if "deceptively". He said some 500 professors were now Marxist, the discipline was studied seriously, and every magazine board had at least one resident Marxist. No wonder the Russians were so keen to get hold of his paper. At the same time he claimed the power of universities had been lost to the industrialists.

The real theatre however came from Professor Malyshev. He agreed that the work of Marx and Engels had "gaps". But in the words of Lenin they were still "greats" and everything derived from them had to be accepted. Marx for the first time had looked at history as a natural science, and that was his great contribution. He soon, however, got on to Reagan and the imperialists who by trying to make profit had started two world wars. Now the Americans threaten a nuclear war, he said. Unemployment was the work of the capitalists, Reaganomics was a term of mockery everywhere, he continued. All this earned him a rebuke for not sticking to the point.

Hobsbawm closed the conference saying certainly there would not be such passionate debates if the ideas of the "old gentleman" were not important. He may not have been so well known in 1883 but there was no doubting his influence in 1983. More than any other thinker, except perhaps Darwin, "he was still alive" and mentioned more often than others even in non-Marxist books. The best way to honour him was to merely cite his texts, but to use his methods. There are said to be over 70 more such conferences this year to take up these themes.



## When Marx's views were anti-Marxist

One of the commonest attacks on Marx is that his theories have not worked. Professor Shlomo Avineri took up this challenge when discussing Marx's ideas on the Third World, a field where he said Marx had been both wrong and even anti-Marxist.

Marx's "Euro-centrism" became one of the underlying themes of the conference. A Danish historian, Jens Rahbek Rasmussen, even said bluntly that if there was to be serious study of pre-capitalist history outside Europe, "We would do well to pretend Marx never wrote a word on the subject."

Avineri's view is that Marx underestimated the power of capitalism to survive, and the strength of imperialism to continue to dominate the colonies even after losing direct territorial control. But then the Third World was not an issue in the nineteenth century as it is today, he said. An Austrian, Konstantin Kaiser, said it only became an issue when the people of Africa and the Third World began to struggle.

According to Avineri Marx's view of the "extra-European world" was strangely static, and anti-dialectical. In his papers on China and India he did not write of historical development. He used a geographic concept, the Asiatic mode of production, rather than a historical one.

But every philosopher, in Hegel's words, is a child of his time. Avineri said, "We have to say Marx could not have known what would happen in 100 years' time." Taking Marx's views on the Asiatic mode of production as correct only showed the dangers of hagiography. These views are probably explained by the fact that he himself knew little about the Third World and that he derived his ideas straight from Hegel.

Perhaps Marx should not have been so sure, he said. Avineri, who has written about Marx's views on the Asiatic mode of production, pointed out he was peculiarly non-"Euro-centric" in that he did, against the trend, write on non-European countries. Avineri concluded there is still room for a *magnus opus* on Marx and the Third World which would do much to update Marx's theory 100 years on.

Another issue of the time is the question of the conference itself. One member read out cutting from 1933 - 50 years after Marx's death - a significant date for the twentieth century. It was agreed in 1983 it was still an issue needing analysis by Marxists.

## Scholars beavering away

There are some 150 scholars from the USSR and East Germany working flat out to produce a new complete edition of every word written by Marx and Engels. It seems a hopeless task.

The edition, the new *Marx-Engels Gesamtausgabe* (MEGA) will run to more than 100 volumes, and will replace the famous edition begun in 1927 by Razdanov and Adoratskii and completed in the late 1930s.

Each volume, available at a fixed price of D134 and printed in Leipzig, contains sections of text and accompanying notes and references. The scholars are working in four departments - articles and philosophy, *Das Kapital*, letters and notes and other materials, and are examining the original texts stored mainly in two institutes in Moscow and Amsterdam.

The books will come out in the original languages used by Marx and Engels.

So far 18 volumes have been produced, in more than 10 years' work. But just as the scholars beaver away, so the task keeps growing. New letters and documents are always being discovered.

## The labelling of historians

What is a Marxist historian? This was a question primarily raised in Professor Eric Hobsbawm's paper; but indirectly it applied to every paper at the conference. Perhaps every historian present was Marxist; yet their approaches were quite different.

Marx himself did not produce much as a historian, except perhaps his *Secret Diplomatic History of the Eighteenth Century*, which Hobsbawm said could safely be confined to the wastebin. But he wrote historically, either contemporary analyses such as *The Class Struggles in France* or *The Eighteenth Brumaire*, or articles written in 1850s and 1860s. "Who cannot fail to be impressed by reading *The Eighteenth Brumaire*?" Hobsbawm asked.

But, he went on to say, it is arbitrary and artificial to the economist, Marx the sociologist, and so on. His writings are of interest to historians on three levels. First, there are writings on the materialist concept of history, best known in the preface to the *Critique of Political Economy*. For Hobsbawm this is the core of Marx's work. "It is that circumstances determine man's ideas rather than the other way round, as I learnt at university," he explained later.

Then there are sketches of the general development of human history from primitive communism to capitalism and beyond, found in the *German Ideology* and the *Grundrisse*. Finally are the variety of descriptions and analyses of concrete problems, for example the famous chapter on primitive accumulation in *Kapital* volume one.

Marxist historians, then, use "historical materialism", but as a Swiss historian pointed out what this means is also a substantive question. Marx nowhere spells out his method. According to Hobsbawm this is due in part to the fact that his views were constantly evolving, in part that he rarely completed projects, and in part because

he was studying in reverse chronological order - looking at the age in relation to developed man, taking developed capitalism as the starting point. Later Marxists would have to discuss the early history.

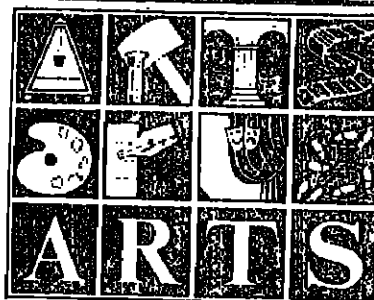
Professor Shlomo Avineri adds another distinguishing feature for Marxists: they have an emancipatory vision of the future, which determines the kind of problems they analyse, and why. They look at the "main stem" of society. "All history is the history of class struggles," in Marx's famous dictum. But there is no need to focus for example on the life of "ordinary people". Marx himself wrote surprisingly little about "ordinary people". But Marxists do set out to weave the whole social picture together. Often their real revelation is showing how things are fitted together, says Hobsbawm.

Marx's influence on modern history has, he said, come in three ways: through historians applying his method; through critics of his method, sometimes like Max Weber, devising alternatives; and through the penetration of his ideas into the general body of historical science. There is for example a growing body of ex-Marxist historians who retain much of Marx's method.

The most notable illustration is how ideas are no longer used as an explanation of history, but social forces are. Political, religious, and institutional history, in the narrow sense have all declined, and socio-economic history is far more prominent that it was 100, or even 50 years ago.

Hobsbawm himself accepts the description that he is a Marxist historian. But with so many Marxist orthodoxies, he agrees the term does lose its meaning. Avineri dislikes being labelled. The extent of Marxist influence is, as Hobsbawm said, that it is not always possible to tell the difference between "Marxist" and "non-Marxist" historians unless it is advertised.





Two different ways of exploring the history of kinetic arts: DAVID MAYER reviews three exhibitions of theatrical memorabilia; LYNN TRUSS talks to KEVIN BROWNLOW and DAVID GILL about their researches for "Unknown Chaplin", the Thames television series which finished on Wednesday.

## 'I do not need camera angles'

"I stared at Chaplin, mesmerized. Here, at last, was the greatest single figure in motion-picture history". In *The Parade's Gone By* (1968), his classic work on the era of Hollywood's silent films, Kevin Brownlow described his reaction to seeing Chaplin at work. The film in production was *The Countess from Hong Kong* (1960) at Pinewood Studios, and Chaplin was busy repeatedly demonstrating to his stars Maureen O'Hara and Sophia Loren how he wanted a scene to be played. Gloria Swanson, who had starred in Chaplin's first silent film, *Modern Times*, was also present. Brownlow, who had worked for Chaplin, said: "You can see why actors find him difficult. This is a simple scene, and he's making much ado about nothing". Brownlow was transfixed: "It was as exciting", he recorded, "as watching a Chaplin film no one knew existed".

Since that time Brownlow and David Gill, his co-producer on *Unknown Chaplin*, have seen so much Chaplin film that no one knew existed that they have almost lost touch with it. This is not surprising given the really remarkable quantity of material that has suddenly come to light. They have looked at hundreds of thousands of feet of Chaplin's work - films that he made "for fun", out-takes from his features (including a brilliant sequence cut from *City Lights*) and the rushes of the films he made for the Mutual film company in 1916 and 1917. This remarkable material, which shows Chaplin's working methods in evolving gags and story-lines, and which they claim is "as revealing as the sketchbooks of a great artist", was made available to them by Lady Chaplin and by Raymond Rohauer, the American film collector and distributor.

That Brownlow and Gill were trusted by either of the donors of the film is testimony to the impression they made with their 13-part series *Hollywood: the pioneers*, made for Thames television and now being shown again by Channel 4. These excellent programmes brought together well-chosen clips (nearly all reproduced from original negatives and shown at the right speed), interviews with nearly 80 veterans of the period, sensitive music from Carl Davis, and the voice of James Mason for the commentary. The exemplary editing of the series has attracted criticism from some quarters: it has been said that the reinforcement of the narrative's points by clips and interviews gives too strong an impression that only one interpretation of events is possible, and that therefore there is an evident potential to mislead the viewer. Brownlow's comment on this criticism is straightforward: "It's the way documentaries happen to be made at the time we're making them".

Brownlow has, in fact, little time for media theorists. His is a practical approach: he doesn't theorize about documentary-making - he and Gill make them as skilled film editors. Similarly, he doesn't write criticism of silent film - he researches it, interviewing the survivors, trying to piece together an account of how they worked. "I don't think either of us gives a damn about analytical criticism," he declares. "It has stifled research, research which desperately needs to be done". While film historians have been writing critical books on Chaplin (re-writing each other's books, he contends) they "have let his co-workers die". More resources ought to be devoted to recording the memories of veterans of the British film industry, he says: the BFI en-

courages instead "semiological trappings" which are "of no value to man or beast". A longstanding critical debate about Chaplin which Brownlow and Gill are both happy to engage with, however, concerns his skill as a director. Chaplin's reputation for unsophistication in shooting and editing is well established. Edmund Wilson in 1925 speculated on Chaplin's unpromising future in the cinema: "He seems hardly likely to play an important part in the artistic development of all the photographic and plastic side of the movies, which is at present making such remarkable advances, seems not to interest Chaplin." Cameron Karl Strauss commented also, "He has no knowledge of camera direction. His films are completely theatre". Summing up his own position on the issue Chaplin declared, "I am the unusual, and do not need camera angles".

Brownlow and Gill both clearly believe Chaplin's "plain technique" to have been his strength rather than his weakness. They defend his proficiency - of all the thousands of feet film they have viewed they have come across "only a handful of shots that are ineptly framed". His shots, they say, were always appropriate to the business of the scene. From their research they know that Chaplin often made rushes using different camera angles and that he shot a lot of close-ups, but that these were (with so much else) excluded from the film as released. Gill says that it is proof of the success of Chaplin's chosen technique that he could continue to make the same kind of film well into the era of the talkies. Brownlow says: "The primary task of a director in fictional film is to convey emotion. Chaplin does that indis-



Chaplin demonstrates to actress Virginia Cherrill how he wants her to play the blind flower-seller in *City Lights*. The second programme of *Unknown Chaplin* showed how Chaplin was "blocked" in the production of the film by his dissatisfaction with this scene.

putably, there can be no doubt as to his brilliance as a director". Chaplin's reputation has, it must be said, suffered in recent years. Although lip-service is paid to him, his achievement as a film-maker is at present (as perhaps the title of the series was intended to suggest) relatively "unknown". There are several reasons for this, principal among them being the fact that his major films are rarely shown: the BBC often shows the earliest shorts "in appalling prints" and people are perhaps led to believe that these represent his best work. Also it is fashionable to prefer Keaton - "as if", Gill says, "there has to be a choice". Brownlow and Gill hope that the material they have collected

together for the series can be used to set up a Chaplin foundation. Meanwhile they also clearly hope that with *Unknown Chaplin* they will have contributed to a revival of interest in the man Brownlow described as "the greatest single figure in motion-picture history".

Lynne Truss

Brownlow and Gill are negotiating with Raymond Rohauer for a *Chaplin film*, starring Valentino "making his image" for the *Thames Silents* series which is becoming a regular part of the London Film Festival. They also reveal that there will be "another Garbo". The *Thames Silents* series will all be shown eventually on Channel 4.

## Intellectuals behind the screens

Raymond Williams outlines the danger of majority rule

There must be scores of thousands of intellectuals in Britain, yet there are comparatively few who are prepared to admit it. The standard terms of modern analysis are known in English, but are in general disliked and quite often rejected. Thus there are "educated people", by contrast with the majority, a century after universal education. There are "learned" and "scholarly professions". There is even a "cultivated minority". But "intellectuals" or, worse, "an intelligentsia", on the whole, no thanks.

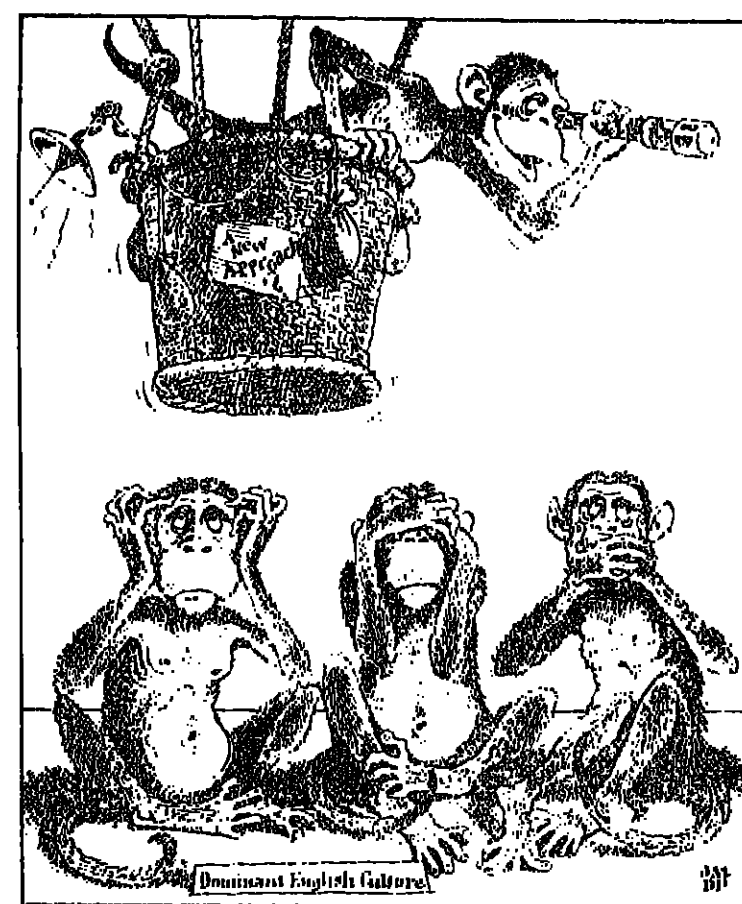
This situation has been identified as an English backwardness, but to talk in that way is to join the same habit of thought. There are clear reasons for the habit, in the modern English social order, and it is better to examine them than to trade adjectives. The basic reason has been the exceptional integration of higher intellectual work with a system of private education which is also designed to produce a whole class. The private schools, and the old universities which are still closely associated with them, regularly produce a significant number of people who go on to work of high intellectual quality. Yet the same educational system also produces the leading financiers, company directors, state officials, government ministers, lawyers, landlords. Until quite recently, and in some areas still today, the most effective social distinction was between all these people, including those who might elsewhere be called intellectuals, and the rest of the population. Thus not only successful capitalists sought the titles and lifestyles of an old landed aristocracy. Successful intellectuals - but then that was absolute - not the word that was wanted - looked to become barons and knights, and to stress not their differences but their community with the social order and with the state.

This is now largely a cultural pretence. There have been enough social changes in access to higher education to make the old formation, while still influential and even dominant, no longer exclusive.

Yet for other reasons it is not easy to slide into place, within a culture of this kind, a social category which depends on the close association of work of high intellectual quality with independence, or relative independence, from the social order and the state. The category of intellectuals need not be defined like that, but from the Russian intelligentsia of the nineteenth century, excluded from an autocracy, through the forms of distance of German intellectuals in a pre-industrial group of states, to the special situation of Jewish intellectuals, within many kinds of state, in the first half of the twentieth century, the most influential definitions went that way. Moreover the exceptional problems of social integration in the United States, and in through its vast programme of higher education, accentuated a functional distinction by occupational category.

Yet all this seemed merely curious, an assembly of alien forms, to the relevant English people, confident alike of the integrity of their social order and of the open opportunities within it for work of the highest intellectual quality and importance. A man (or, later, woman) could become, if able enough, a good physicist, philosopher, historian, mathematician, literary critic or philologist without being thought of as an intellectual; indeed that description seemed most often to indicate something relatively unsound, second-rate, even shady.

It is possible to strike hard into this cultural confidence and show the relative mediocrity of the general ideas which so often coexist with work of high specialist quality, in this kind of English mind. It can be argued that resistance to an idea of intellectuals was precisely a resistance to the essentially general and critical forms of thought, in the widest sense, of the culture and the



society, which such distinguishing definitions appear to demand. The widespread contempt for sociology, and its current caricatures in this respect, would be an obvious example. But while all these points are eventually to be made, the real case is much more difficult.

For while it is true that the English rejection of the idea of intellectuals has to be understood within the social and cultural conditions which produced the alternative idea of a social integration which contains and supports specialisms, it is also true that the social and cultural conditions which produced the idea of the independent intellectual, the "relatively uncommitted" intelligentsia, are just as local, particular and historically transitory. It is not only that when you come down to cases there are always rather few really independent intellectuals about. It is also that the assumption of a normal relation between general intellectual work and relative distance from a prevailing social order tends to beg the central question.

For who then are intellectuals? Philosophers and social and political theorists? That is an easy first grouping. But then poets, novelists, composers, painters? Scientists of all kinds? Within the older continental definition these became intellectuals to the extent that their work engaged with the general intellectual life of the society. But these were never the most difficult cases. A significant number of highly intelligent and highly educated people go directly into the service of the established social order: as state officials in government and law. Many others enter the highly qualified professions of medicine, engineering and official research. Are none of these intellectuals? It is here the verbal overlap between "intellectual" and "intelligentsia" is at its most confusing and generally irritating. Or take the "new intelligentsia", as it has been called: not philosophers and general thinkers who produce books, but key people in journalism, broadcasting, public relations, who are now the most active disseminators and, in some versions, producers of the most influential general public ideas, though their lack of contact with the range of international intellectual work is as common as their serious attraction to the ideas of people in power.

It is our undeserved good fortune that the old English resistance to the idea of intellectuals has created a space in which the idea can be questioned in more serious ways. I say "English" because I know that in the Welsh, and I believe also the Scots and Irish traditions, there has been an available alternative understanding of the relations between intellectual work, in its widest sense, and the general life of a society. This

to resolve as in the most complacent and settled of past periods. None of it, within the set of the culture, is felt really to matter. It is what eccentrics and extremists - intellectuals - talk about. Give it a little time and it will be interesting material for some biographies.

Meanwhile the river of "real history", and the "sound professional work" which is carried along on it, continues to flow. Twists and turns in the social order - some of them, like monetarism, directly derived from intellectuals elsewhere - can go so far as to make damaging cuts in the universities and to reduce most kinds of research, and still the problem is not seen at a sufficiently general level. The specialisms will compete with each other, within the restrictions. A few obliging voices will express the guilt of the institutions, which have then somehow deserved what is happening to them. The corrupt and meaningless imagery of "learner and fitter" will rationalize a willed and accepted decline in intellectual resources and responsibilities. Even protest against what is happening will be frequently cast in terms only of professional rights and alternative market calculations of demand.

I tried recently to set down a set of formulations of how the dominant English culture works. Characteristically it acts as if today would be better if it were more like yesterday, but as if in any case tomorrow will be broadly similar to both. To support this belief it has a formal sequence of responses, at both trivial and serious levels. These are: it is not a problem; b. it may well be a problem but it is being exaggerated; c. it is indeed a problem but it is being badly expressed; d. it is certainly a problem but it is being grossly/obsessionally/hysterically formulated; e. it is of course a problem but it is already well known and everything likely to solve it has already been tried; f. it is a problem but it is (has become) boring.

This is an old, tired, basically defensive culture, steeped in habits of privileged disparagement, sharp only in its fending-off of modes of thought beyond itself. Yet what is really astonishing, and surely cannot last much longer, is that it still succeeds in overriding or deflecting what is actually a very lively, productive and influential body of intellectual work. It is not just that there is an important flow of new work of a high order: in the natural sciences, in medicine, in information systems - the officially recognized areas. There is also internationally influential new work in economics, in popular history, in archaeology and prehistory, in political science, in cultural theory. But more important even than these, which can be seen only as distinguished specialisms, there are some major new convergences, as in the collaborations between scientists and humanists in the most serious discussions of the arms race and the ecological crisis. The cultural achievements and initiatives of British public-service broadcasting and the Open University, the flourishing of small presses and independent journals, the new work in freelance film and popular theatre, all indicate a society in which a wide range of lively intellectual and artistic work shows up well by any historical or cross-cultural comparison. The problem is then not only the relation of all this new work to the norms of the older culture. It is that, sadly and even dangerously, there is now probably a greater distance between most of this new work and the norms of contemporary general culture than in any comparable modern period. Twenty years ago all the talk was of the relations between the new work and the old class culture. Today, in a quite new level of crisis, the really difficult relationship, for either of these, is with the quite exceptionally confused, unstable, deeply volatile and prejudiced area that is both measured and flattered as "public opinion".

This is, to be fair, what the old privileged culture always predicted, though only rarely in good faith, since except in certain protected areas it did little to help, and much to hinder, the development of an educated majority culture. Moreover, many of its members, who re-

tain its norms for their private use, are among the most active exploiters and purveyors of the deepest fantasies, prejudices and distractions of a confused and dislocated society. At the same time some of the bitterest feelings are to be found among those left intellectuals who relied on an idea of the people which reality now almost daily contravenes. This leads to recurrent fantasies of vanguardism and recurrent practices of hyper-intellectualism.

Is it then too easy to say that we now urgently need intellectuals of a new kind? It would indeed be too easy if there were not some real signs that they are beginning to emerge. I look for these signs, not so much in conscious affiliations, as in moves which really do begin to take us beyond the culture as a congeries of specialisms. I mean such moves as the attempt to integrate economics and ecology as a single science, which for any significant indication of a both viable and durable economy they must indeed become. I mean moves to understand our dislocated, contradictory and volatile politics, not by neopological analysis, which can only measure it, and not by political suspicion, which has lost its traditional objects of address, but by forms of analysis which draw on history and on cultural and linguistic evidence as ways of redirecting social and political theory and more dynamic social psychology. I mean also the significant moves to reconstruct a whole body of disciplines, and find new forms of convergence, in the growing intellectual work described and undervalued as feminism.

These are the growing points, but they are opposed not only by the old culture, which knows in advance, without even the necessity of reading them, that they are at best unsound and speculative, at worst mere fads. They are opposed most directly by the increasing predominance of the market as the decisive criterion of intellectual work. It is these initiatives, in their difficult and vulnerable early stages, which are most readily cut off by institutions trying to save money: the administrative reflex is always for the known "solid" work. Yet the directive influence of the market goes far beyond this. What these new initiatives are challenging are precisely the versions of society which the market seeks to impose: economic success as more indiscriminate production and selling; political practice as a calculated adjustment to existing preferences and prejudices; human organization as a body of already defined roles and needs. What the market offers, meanwhile, to those who will accept its definitions, is an increasing affluence and mobility of directed intellectual work, in the corporations and in the military and political establishments. This is critically different from the choice with which it is often confused or covered, the increasing use of knowledge and research for the practical satisfaction of general as distinct from market-defined and market-limited needs.

A very complex struggle of ideas is, then, already happening: much of it, unfortunately, still behind the well-used screens of disavowal and deflection. It is always difficult to know which is the more urgent: a particular sector of struggle, or the more general task of removing the screens. Reasonable choices can be made either way, but if I am at all right in my sense of what will in any case happen in the rest of this century, it is the screens that matter most, since the effective decisions, often more negative than positive unless we are very fortunate, will be made not by intellectuals but by majorities acting on such knowledge and values as under pressure can be got and shared.

The author is a fellow of Jesus College, Cambridge.

## Events

**New Exhibitions**  
From tomorrow, Museum and Art Gallery, Leicester. Henry Goltz (1890-1960) loan exhibition of oil paintings in major Polish artist, who came to Britain in 1939.  
From tomorrow, Cartwright Hall, Bradford. *North Country Sketches*: drawings and photographs on a theme by Frederick Delius.  
From tomorrow, Fruit Market Gallery, Edinburgh. *Peter Phillips: RETROVISION*. From Monday, The Gallery, Brighton. *Politechnique*. *Susan Sculthorpe*. *Now: work by sculpture graduate*.  
From January 29, People's Palace, Glasgow. *From Quill Pen to Microchip*: bicentenary of the Glasgow Herald.  
From January 29, Castle Museum, Nottingham. *For Modern Paintings from the Tate Gallery*. *John's Mercurius*. *Narcissus*. *Bonnard's Boat of Milk*. *George Grosz's Suicide*. *Picasso's Great Skull*. *Beattie and Gaudle* and Jasper Johns's *Dancers on a Plane*. The exhibition will tour to Harrogate, Hull and Bolton.  
From January 31, Loughborough College, University of York. *Works of Art by Eleanor Clayforth*.  
From February 2, National Gallery of Scotland, Edinburgh. *The complete set of Goya's etchings 'The Tauromachia'*, in which Goya set out to show the origins, development and significance in Spanish society of the bull-fight.

**Events**  
Tonight and tomorrow, Premises Theatre, Norwich. *Intubus Theatre presents The Three Sisters go to Moscow* by Paddy Chayimsky.  
Until Saturday February 5, Newcastle Playhouse. *Premiere of Ken Hill's The Mac Helliger Account*.  
Tomorrow, Arts Centre, University of Warwick. *A Venetian Evening: the Beauchamps*. *Sinfonia* conducted by Vilém Tausky.  
Tomorrow, Arts Centre, Aberystwyth. *Welsh National Opera presents Dear Ivor*, a celebration of Ivor Novello.  
Sunday, Crucible Theatre, Sheffield. *Contemporary Music Network presents Azimut and the Grigoriy Beek Novet*. *Joe*.

## Spiritless captions

In exhibitions of performance arts material, education is often ignored. Some theatrical displays depend on viewers bringing to the exhibition knowledge of the subject: others give explanations in catalogues and labels; a few use slides and audio-tapes. But until performance unions and managements agree to permit uninhibited use of archival film and video, the living performances which lie at the heart of such exhibitions will remain unexplored.

The current trends of educating the public in the theatrical heritage with stagnant displays is demonstrated by three London theatre exhibitions, each distinct in its approach. At the parent Victoria and Albert Museum, the Theatre Museum offers *Images of Show Business* (until April 17) a display of what a national performance museum should and can collect. The current tenants of the Royal Opera House commemorate 250 years of the Theatre Royal Covent Garden (Royal Opera House retrospective 1732-1982: Epiphany Society's exhibition at the Barbican Centre (which has just closed) displayed paper ephemera culled from three centuries of London theatre life.

Gallery exhibitions of any performance art begin at a disadvantage. Each is a static display of a living temporal art meant to be witnessed in performance. The items on show are at odds with galleries devoted to the fine and decorative arts because the objects in themselves have modest aesthetic value; the primary interest, even in pictorial material, lies in its theatrical association. If, for example, we were to possess Edmund Kean's false nose, we should have to understand why this shabby scrap of buckram is so important to our understanding of the Regency theatre. We should

have to explain how Kean was, where he performed, when and in what role he wore the false nose and why this touch of make-up was necessary to his role.

The Theatre Museum aims its exhibitions at the new viewer whose tastes are unformed. The items chosen for display and for inclusion in the catalogue (published by Methuen at £15 and £3.95 and its performance arts as it is guide to the exhibition) illustrate stage crafts and the varied genres including circus, music hall, pantomime, legitimate drama, fairs, and pup concerts. The exhibition fails, however, to inform in a manner that makes viewing pleasurable or permits informed concentration on the exhibits. Individual labels are small and indistinct. Lighting is curiously razzmatazz to no obvious purpose. Even less effective is the piping through the exhibition rooms of actors and singers.

The Royal Opera House exhibition is described in an informed and detailed catalogue by Geoffrey Ashton (priced at £5). It interprets some 200 images - paintings, sculpture, photographs and cartoons - which describe the buildings' occupants and the theatre's uses as a venue for opera, ballet, legitimate drama, and pantomime spectacle and comedy. As with the Theatre Museum, the high scholarship of the catalogue is not matched by an enlightening exhibition; this retrospective appears concerned with contemplation of painted and sculpted portraits of the theatres' singers, actors, and dancers whose careers require more explanation for the visitor without a catalogue.

In three small bays formed of polythene-sheeted screens the Epiphany Society displayed, but did not explain, broadsides, playing

cards, illustrated bills, sheet-music covers, programmes and posters gathered from London museums and private collectors. This might have been the most interesting exhibition of the three: it contained important documents not previously shown in public, and enticing advertisements for performing troupes, memoranda, Lavater Lee's strongman *Nero*, and the Kiralfy's spectacle *Nero in the destruction of Rome*, which played at Olympia in 1869 with a cast of 1,200. No explanation of this promising material was given apart from some spiritless captions.

Writing in *The Times Literary Supplement* (December 10, 1982), Nicholas Shrimpton queries the need for the Theatre Museum, or for any institution, to mount exhibitions of performance materials. Such institutions, he suggests, should confine their work to maintaining research archives. Mr Shrimpton's views contradict the experience of European students, who are educated in the performance arts by national theatre museums and state schools. Exhibitions play a part in these educational programmes. Nor is it far fetched to imagine similar programmes in the United Kingdom, first to enrich literature studies and second, to stimulate learning across the range from CSE to university degree courses.

By understanding the problems of theatre exhibitions, museum staff can display and explain the performance arts in ways which recall the excitement of live performance. The Theatre Museum has won its right to continue as a collecting, conserving, and archiving body. It needs now to demonstrate its capacity to encourage an appreciation of the arts it represents.

David Mayer

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## MILESTONES

### A. P. French chooses Eddington's *The Nature of the Physical World*

When I was a student in secondary school my interests were already pretty evenly divided between mathematics and physics, on the one hand, and what now seems to be called humanities on the other. But I was required, upon entering the sixth form, to make a choice, and began to concentrate on science. A couple of years later I was the recipient of a sixth-form physics prize. It amounted I believe, to one guinea, which in 1938 was enough to buy at least four books. I cannot remember them all, but two became treasured possessions. One was *The Major Pleasures of Life*, a fine anthology of prose and poetry compiled by Martin Armstrong (and published by Victor Gollancz); the other was *The Nature of the Physical World* by Sir Arthur Eddington, the edited text of the Gifford lectures delivered at the University of Edinburgh in 1927.

I doubt whether there has ever been an expositor of physical science to equal Eddington. Not only was he a prose writer with fluency, grace of style, and wit; he was also a distinguished scientist and a profound intellect, some would say a genius, in his own right. One could be sure that his popularizations were as authoritative and accurate as the translation into layman's language permitted. He had been Senior Wrangler in the mathematical tripos at Cambridge in 1904, and then embarked upon a career as astronomer and astrophysicist. Three years younger than Einstein, he was the foremost English expert in relativity theory, and leader of the eclipse expedition that tested the predictions of Einstein's general theory in 1919. He wrote a classic theoretical work on the internal constitution of the stars, and was the first person to speculate that the source of their prodigious energy output might be found within the heart of the atom.

The time at which Eddington gave his Gifford lectures was one of enormous excitement in physics. The old quasi-Newtonian mechanical model of atomic structure, introduced by Niels Bohr in 1913 after Rutherford's discovery of the nucleus, was being replaced by more mathematical and abstract representations that defied visualization; it was the period of discovery of the "new quantum mechanics", linked to the names of Werner Heisenberg and Erwin Schrödinger. Eddington, well abreast of these developments, undertook the task of expounding them to a lay audience. A large part of *The Nature of the Physical World* is devoted to these new and bizarre ideas, but Eddington also discusses two other older-established topics of major cosmological importance: the theory of relativity and the inexorable evolution of the state of the universe towards greater and greater randomness, the process that physically defines a direction of flow of time and for which Eddington coined the phrase "time's arrow".

Eddington, like others of the greatest scientists, was a true natural philosopher. His approach to his themes is as far as possible from a recital of facts and bald assertions. He is concerned to explore the subtlety and elusiveness of the connexion between something in the external world and the perception of it to the consciousness of the observer. Both relativity and quantum mechanics involve a rejection of the comfortable belief in a clear, objective reality of which we can have a

precise image. To dramatize this, Eddington begins the book with a discussion of his two work-tables - one the table of ordinary experience, sharp in outlines, solid in texture, completely motionless and inhabited by mostly empty space, inhabited by myriads of inconceivably small particles dashing about at stupendous speeds and ultimately representable only as clouds of probability.

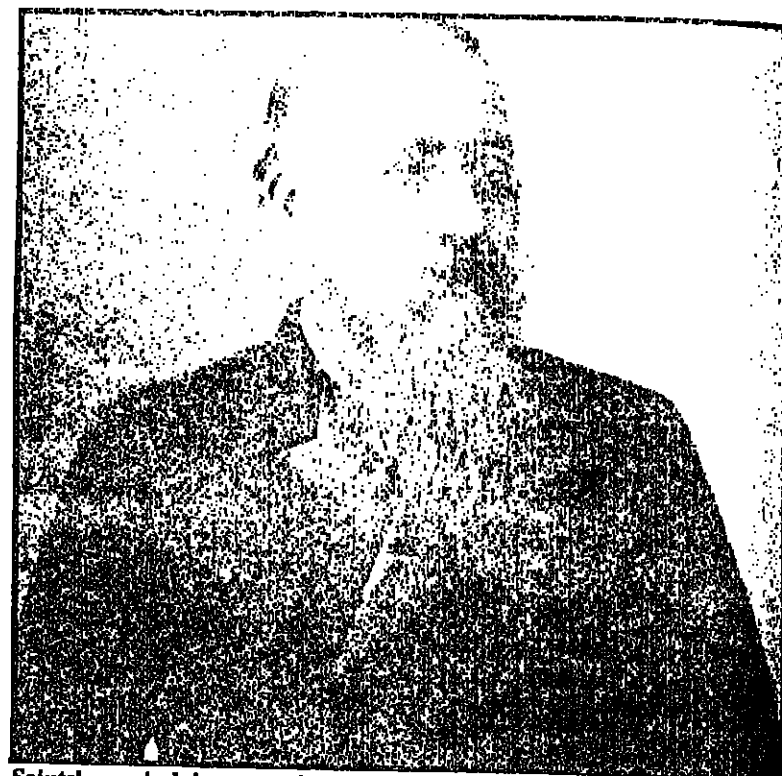
Eddington, in presenting these ideas, found it appropriate to discuss them in the context of the Gifford lectures, which were meant to relate in some way to the study of natural religion. He noted how the physicist's new view of nature did much to erase the notion that a vast gulf existed between our way of apprehending the material world and our consciousness of other aspects of living and feeling. In both cases the experience is ultimately private and personal; as he himself put it, "We are acquainted with an external world because its fibres run into our consciousness, and it is only our own ends of the fibres that we actually know." None the less, there is a difference between our apprehension of a scientific fact and our emotional response to the beauties of music or poetry; wherein does it lie? Eddington had his own answer: "The cleavage between the scientific and the non-scientific domain of experience is, I believe, not a cleavage between the concrete and the transcendental but between the metrical (ie, quantifiable) and the non-metrical." He explores this theme through a comparison of two accounts of what happens when a breeze blows across the surface of water, one in a scientific treatise, the other in Rupert Brooke's lines: "There are waters blown by changing winds to lougher / And lit by the rich slides, all day . . .". Of the poem Eddington remarks: "The magic words bring back the scene . . . We are filled with the gladness of the waves dancing in the sunshine . . . These were not moments when we felt below ourselves. We do not look back on them and say 'It was disgraceful for a man . . . with a scientific understanding to let himself be deluged in that way.' I will take Lamb's *Hydrodynamics* with me next time."

Looking back, I cannot pretend that more than a fraction of the book's richness could have been accessible to me. It was, to be sure, a wonderfully lucid, albeit difficult, exploration of the scientific ideas of modern physics. And I could enjoy such pious features as Eddington's restatement of Newton's first law of motion in the face of Einstein's theory of the curvature of space: "Every body continues in its state of rest or uniform motion in a straight line, except in so far as it doesn't." But it was only in re-reading that I could begin to appreciate more fully what Eddington had to say, and how superbly well he said it. For me the book embodied two basic features to which I could enthusiastically respond. One was his exposition of the tentative, provisional and ever-shifting character of what we call scientific truth. That fitted my own attitude. The other outstanding feature was the excellence of the writing.

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## A search for good qualities

### Donald Hawes reassesses the work of George Saintsbury



Saintsbury: judging more by the form than by the matter

George Saintsbury, who died 50 years ago this month, reigned supreme in this country as literary historian and critic during the first part of this century. His vast reading and retentive memory, his histories of criticism, prosody and French and English literature, his innumerable essays, editions and anthologies, his Edinburgh professorship (which followed 25 years of literary journalism) and his venerable appearance all combined to make him the "king" whom Stephen Potter affectionately appraised in 1937 in the *Muse in Chains*. But by the time that Potter wrote, Eliot, Richards, Empson, Lewis and Scrutiny were well established. Soon the American New Critics asserted a new orthodoxy and eventually came the rigorous critical movements of recent times, including Marxist, sociological, structuralist and post-structuralist approaches to literary studies. All these as well as the growth of specialism and narrowly defined research have contributed to Saintsbury's virtual disappearance.

Dismissive contemporary estimates have some truth, but they overlook the fact that he was a devotedly conscientious critic who worked on a carefully read and basis. During his writing career, from about 1875 to 1925, his critical principles remained fundamentally consistent. When we realize that from the 1860s onwards he was an enthusiastic admirer of Swinburne and Pater, we are not surprised to learn that his outlook has been identified with that of "art for art's sake". In one of his earliest essays, a judicious assessment of Baudelaire published in 1875 in the *Fortnightly Review*, he asserts that the French poet and critic has "the one merit which, perhaps more than any other, marks the true form of the matter of the work submitted to his notice. Almost fifty years later, in his first *Scrap Book*, he still insists that the critic must separate matter from form and is at fault if he thinks it necessary to find the matter pleasurable before he can enjoy its representation. Even worse, however, is "the acceptance of the matter because of the form or vice versa". Saintsbury draws back from looking at literary form exclusively, since he also insists in the *Scrap Book* that "form without matter, art without life, are inconceivable".

When we examine his own practice, we see that in his criticism of poetry he lays greater emphasis on form than in his criticism of fiction. He relishes the wealth and vitality of character and incident in *Pendennis*, rejecting in the "God's plenty" that he wanted in novels. His abhorrence of what he considered to be the worthless content of *Les Liaisons dangereuses* led to his excluding it from his *History of the French Novel*. It is therefore a simplification to say that he adhered to the principle of "art for art's sake" but it is true that for him the whole end of literature was beauty. Hence, he thought, the critic should examine and evaluate a work aesthetically above all. Preconceived, abstract theories and systems were irrelevant or could cause distortions. Art could not be assessed scientifically and the effects of beauty upon the reader were ultimately inexplicable.

Nevertheless, sensitive and helpful criticism demanded such extensive preparation that it could not be undertaken by anybody under the age of 30. The critic, Saintsbury maintained, "must read, and as far as possible, read everything - that is the first and great commandment." He had obeyed that commandment, having at his fingertips the whole of classical, English and French literature and also having a comprehensive knowledge of Italian, German and Spanish literature. His reading included the great and the ephemeral; he never relied on second-hand opinion; he perused his favourites over and over again. No wonder that as an old man he had the "book-quenched eyes" that Potter noted.

The acquisition of such wide knowledge enabled the critic constantly to compare books, authors and literatures, a procedure essential, in Saintsbury's opinion, for discriminating judgment. In the half-a-dozen pages he devotes to Arnold as poet in his *Nineteenth-Century Literature*, for example, he uses as comparisons and contrasts Swinburne, Shelley, Wordsworth, Pope, Coleridge, Scott, Byron, Rossetti, Dryden and Marvell. When he is discussing in *The Cambridge History of English Literature* Shakespeare's impartial serenity of characterization, he adduces Dante, Thackeray and Milton. Associated with this sometimes productive use of comparison is his wide-ranging allusiveness, which became more cryptic and facetious as he grew older. His prose is elaborate, parenthetical, full of reference and quotation and yet precise, alive and sensitive. He never uses clichés, is always alertly responsive and shows a delighted, unflinching engagement with the task of criticism.

As a summary of Saintsbury's approach and his way of writing, we can use his description of Pater's best: "Expose mind and sense to (poets and artists), like the plate of a camera: assist the reception of an impression by cunning lenses of comparison, and history, and hypothesis; shelter it with a cabinet of remembered reading and corroborative imagination; develop it by meditation, and print it off with the light of style: there you have, in but a coarse and half-mechanical analogy, the process itself."

Like other past critics, he can occasionally stimulate us to rethink our opinions, especially when ours are unquestioning acceptances of current received ideas. If we have studied Saintsbury extensively, we can be sure that any judgments of his that may seem eccentric are not due to personal quirks but are firmly based and could be cogently supported by him. It may be disconcerting to find that he dismisses *Wuthering Heights* in an aside ("very much praised by those who look first for unconventional force") or compares *Sinister Street* to *Waverley* and *Pride and Prejudice* but such views should not be thoughtlessly dismissed. We owe it to him to make our case. Leaving aside his comparatively few perturbing observations, we frequently encounter enlightening assessments, which are invariably sane and well balanced.

Here are just three examples of comments that I have found perceptive and definitive. He authoritatively analyses Thackeray's prose style, the essential character of which has eluded many commentators: "There is a curious saturation with history and literature which betrays itself, not in digression or padding, but by constant allusion and suggestion; a light, current, apparently facile, sketching of scene and character which suddenly plunges (as a great

phrase of Walt Whitman's has it) to 'the accepted bells beneath', but recovers itself at once and goes placidly on; above all, a shower of original and memorable phrases, never paraded, never dwelt upon too long, but more absolutely startling in its unique felicity than the most laboured conceits of mere phrasemongers." He makes some convincing suggestions about influences on Dickens: "Both [Theodore Hook and Leigh Hunt], as well as his earlier favourite, Smollett, were his masters in the comparatively little used art of minute description of the tone of caricature and extravagance: I hunt that of easy intimate talk . . . What is certain is that they hindered almost as much as they helped; and that some of the faults of the later and greater books are not unfairly traceable to their influence; while it was some considerable time before he got free from relapses into mere bad imitation of them."

Reading Saintsbury gives one a sense of the universality of literature. Five of specialism, as his range of publications shows, and grounded upon comparison, his criticism is an extended exemplification of Forster's desire to see "all the novelists . . . at work together in a circular room". Limitations of date and place, which Forster considered hampering, are not restrictive in his work. Although he seldom refers to the other arts of painting, sculpture, architecture and music, he implicitly and explicitly relates literature to his own personal experience and to human activity in general. Sometimes this relationship is merely anecdotal, to the irritation of some and the delectation of others, but even trivial allusions to waiting or playing which indicate that for him reading and its evaluation were inseparable from life and were not disciplines that should be confined to the seminar and lecture or to the writer's study. As well as this humanistic approach, Saintsbury's broad sympathies and receptivity have been held against him. Having no theoretical standpoint or specialism and searching for good qualities in everything, he has been accused of lacking in decisive judgment. Certainly, his judgments are not crisp but are the result of patient weighing-up and teasing out. In this painstaking quest for complete understanding and sympathetic elucidation, Saintsbury is fulfilling one of a critic's essential functions. John Bayley has recently written that "a good critic does not lay down the law, and does not assume that his own perceptions have mystic authority or universal validity - he just tries to be as intelligent and sensitive as he can." Those words help to sum up Saintsbury's achievement: he was a critic of intelligence and sensitivity who tried honestly to give us his own sincere responses to literature.

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"If you want to see the shape of things to come, you should visit California where the future is here already." Although such a remark can be dismissed as a typical example of American self-congratulation, there is perhaps some substance in respect to its validity in some technological spheres. According to some academics, including Professor Wesley Johnson of the University of California at Santa Barbara, the claim also possesses relevance to the sphere of higher education.

The national debate on the content and structure of higher education, in conjunction with the cost-cutting programmes aimed against the universities and polytechnics, have resulted inevitably in reappraisals of individual degree subject areas by reference to the criterion of providing employable graduates. Unfortunately many politicians, as well as some educationists who should know better, resort still to the anachronistic and discredited distinction between vocational and non-vocational subjects in their efforts to establish a scale of educational priorities.

Consequently subject areas, especially those in the humanities and social sciences, hitherto familiar only with academic justifications for their existence, are preparing to defend themselves. One example is through the recently formed History at the Universities Defence Group - against bodies attaching more importance to non-academic considerations.

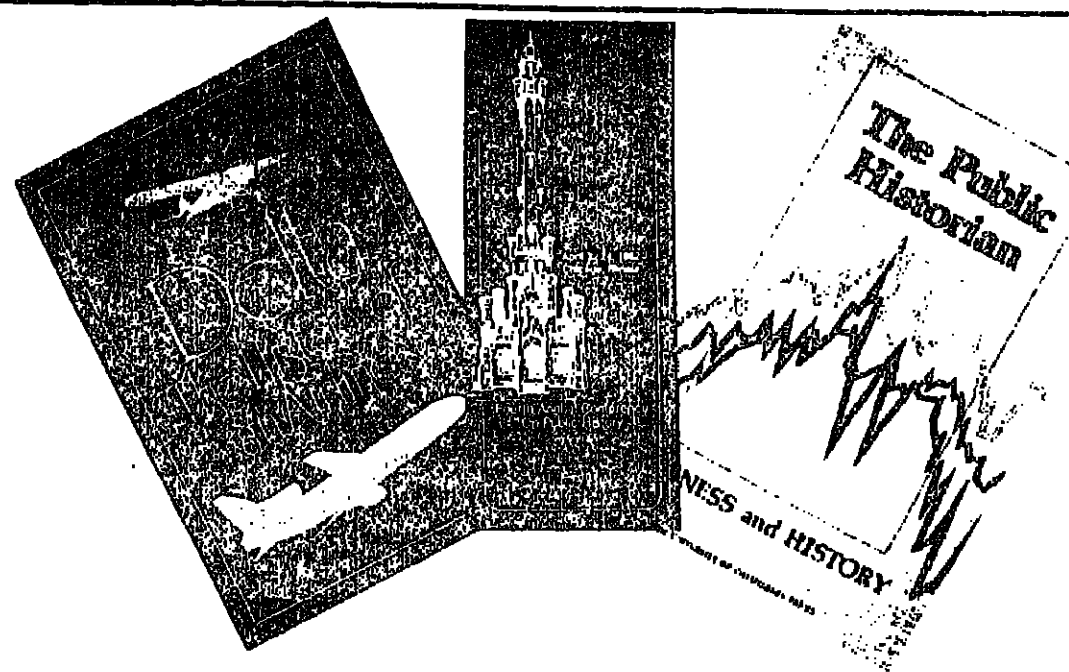
In these conditions historians - and the same applies to other subject areas as well - must become public relations experts for their subject in order to correct the usual non-vocational jibes delivered against history and to protect the latter against the ill-considered attacks from outside. In particular, those who have rejoiced in the ivory tower image of history must modify their stance on account of the need for accountability. As Geoffrey Barnmough asserted in *Main Trends in History* (1979) historians are not excluded from the requirement of proving "a positive return" from society's investment in this industry.

Although its employment qualities are often discounted by contrast to the more overt vocational claims of say either civil engineering or town planning, history's ability to train the mind in the skills of research, analysis, interpretation and communication places graduates on course for the diverse range of career opportunities. In the past many academics stressed deliberately an ivory tower image of their subject, partly on account of their fear that academic excellence would be compromised by paying attention to the needs of the labour market.

However, the Leverhulme seminars tended to demonstrate that it was this very excellence that employers valued. The majority of employers indicated a concern for personal intellectual qualities rather than mere subject knowledge, and thus higher education was used as a device for screening the most able recruits. For example, in the sphere of management training recruitment it is of interest to quote two fairly typical examples, which also add force to my previous attack upon the practice of thinking that some subjects are vocational, whereas others are not.

Thus, in 1981 Hambros Life stated that "for our Management Services Division your degree subject isn't as important as your analytical approach to problems and your strong creative energy". More recently the UK Atomic Energy Authority sought candidates, who possessed the "personal qualities which will make them good potential managers, notably the ability to analyse and assimilate complex information, and to make sound recommendations based on it; the capacity to make effective use of words both on paper and in discussion".

Such abilities are cultivated through the degree study of such subjects as history, whose career realities are enhanced by its flexibility in enabling graduates to accommodate themselves to a diverse range of career directions. As the Leverhulme seminars confirmed, the real need is for graduates who treat their degrees not as a one-and-for-all destination but merely as a point of departure for postgraduate training in such spheres as accountancy (in 1979/80 18 per cent of history



## History goes public

### Peter J. Beck discusses how American historians have taken on a new role and begun to analyse current events

graduates entering employment took this option), management or marketing. In this manner, history graduates have always made a positive contribution to all sectors of the economy, thereby establishing that in many respects a degree subject like history need be neither more nor less vocational than any other subject.

Historians must not become complacent, for they must continue to demonstrate the employment value of their subject to the outside world. At the same time they must make students appreciate that employers are more interested in the manner in which their personal qualities have been developed at university or polytechnic than in mere subject knowledge. For instance, exposure to a course in computing or numeracy, such as on the lines of Oxford University's "numeracy in business" course for its graduates, may give students a competitive edge in the employment market place.

It is essential also to take note of recent trends in the first destination of history graduates, and particularly of the decline in the proportion proceeding to either teaching or research. An increasing percentage of graduates enter non-academic employment, a development which brings one back to Wesley Johnson, whose university has been in the forefront of the emergence of a new kind of history - public history. This is designed to accommodate recent American market pressures, and particularly to equip graduates deliberately for non-academic spheres of employment.

Although there is evidence of an emerging international interest in public history, such as in Australia, Canada, India, Kenya and Nigeria, it remains essentially an American phenomenon, which is taught mainly as a postgraduate course in a relatively large number of colleges. The relative maturity of the new subject is further illustrated by the reputation of the journal *The Public Historian* as well as by the organizational activities and growing membership of the National Council on Public History.

Yet, with a few exceptions (and writing as the lone Briton at the 1982 Chicago) the public history movement has hitherto passed this country by. Admittedly some information on public history has filtered in, through the publications of the American Historical Association (AHA) or the lecturing activities of Wesley Johnson, but most British historians remain ignorant of both the basic assumptions and the potential of public history.

There is no intention to imply that public history will resolve the problems faced by British historians. But in the meantime it seems beneficial to place public history in the wider British context on the grounds that it offers a possible way forward in the 1980s, especially as public history

originated during the mid-1970s. That is, at a time of the questioning of the role of history in US higher education.

As with any new area of study, the early years of the public history movement were characterized by disagreements over both the title and nature of the subject. Particularly as the two pioneering institutions, the University of California at Santa Barbara and the Carnegie-Mellon University at Pittsburgh, adopted slightly different emphases and course designations, that is, public history and applied history respectively.

However, subsequent discussions held under the aegis of the national coordinating committee of the AHA and the Organization of American Historians resulted in progress towards a consensus, which was founded on the adoption of the term public history. Inevitably, some differences remain, but, as Wesley Johnson told a closing session of the 1982 Chicago public history conference, the broad parameters of the subject were now clearly established. Thus, the time was right for moving on to more substantive issues, and beyond matters of semantic debate.

Public history differentiates itself from more traditional history courses by emphasizing vocational aspects, so it provides a historical training suitable for non-teaching career opportunities in government, industry and commerce. In the search for a new focus in history, public history has been pointed towards professional careers performed outside the academic environment. The Santa Barbara masters and doctoral programme in public history studies is "rooted in the belief that historians going into non-academic employment must receive a course of graduate training specifically designed for and aimed towards this distinctive role . . . its purpose is to create a new kind of professional person: the public historian". Similarly, the courses at Arizona State University specify the objective "to educate historians to apply their knowledge and skills in the broader, that is public, community outside academia".

Dr Gayle Olson, who was Santa Barbara's first successful doctoral candidate, believes it is vital to stress the manner in which "a public historian is trained in the academic environment to seek employment in the non-academic public and private sectors". This view was accentuated by an appreciation of the manner in which her public history training prepared the ground for her post as a criminal analyst with the federal government, a career emphasizing research, analysis, interpretation and report-writing.

The basic objective of public history courses is to train and refine a range of skills, including research, interview techniques, archive administration and report writing, while

also inculcating a realization of the impact of other job demands, such as working for a client, the importance of work deadlines, or the nature of team research. A key part of the learning experience is an internship, during the course of which a student will spend several months with a host institution in order to appreciate at first hand the nature and problems of a job. Although the emphasis is directed towards historical skills of direct vocational application, the academic dimension is not neglected. Students are required to reinforce their public historical studies by a course in what might be called pure historical research.

Naturally, the stress of individual courses vary. The Santa Barbara scheme, which aims to produce a generalist with competency in several subject areas, through a broad gauge approach contrasts with say the Arizona programme, which comprises specific applications directed to either historical editing and publishing or careers in business. The latter option claims to prepare historians to work in the business sector through the adoption of "an integrative approach to the disciplines of history and business".

In fact, on April 23 1982 the *New York Times* business pages highlighted the increasing links between the historian and business, and thus the emergence of the non-academic market for the skills acquired through historical training. For example, Lawrence Bruser is employed by Mitsui and Co, as a public affairs analyst to interpret the nature and impact of American economic and legislative developments for his Japanese employers. Similarly, Lawrence Meriage monitors social and legislative trends for Cities Service Co in Tulsa. The Wells Fargo Bank based in San Francisco possesses its own ten-strong history section headed by Harold Anderson, who is, like Bruser, also a member of the directing board of the National Council on Public History.

An interesting trend in the public history movement - and one which is often grossly overlooked in the British academic press - concerns the development of individual and corporate historical consultancy. Professor Robert Kelley, one of the founding fathers of the Santa Barbara course, has been active in California as an adviser or expert court witness in matters arising out of flood control in the Sacramento Valley. "Here I was in a situation where everything I found in my research was immediately useful," he said. "And the outcome of so many of the trials in which I was involved became dependent on historical testimony. Eventually even the appeals court incorporated into its decision many pages of the historical testimony I had given in one case".

During the course of the 1982 Chicago conference I met others, who, like Kelley, were working for a client. One public historian was investigating the manner in which the Hoover Dam contracts over the use of land and so on had been negotiated using the 1930s as a background to cover any legal problems arising out of their negotiation in the 1980s. A common area for investigation is centred on Indian water rights, while the production of corporate histories is a frequent job assignment for such clients as Delta Airlines, Atlantic Richfield or Sun Oil Co.

The writer of the history of Consolidated Edison, Philip Canteloni, was responsible in 1980 for the creation of a consultancy firm - Historical Associates Inc - composed of some 12 historians performing client-oriented work. A longer established firm, Historical Research Associates, is based in Montana. Since 1974 it has specialized in serving both government bodies and private industry in the spheres of cultural resource management and of investigations in such aspects as water rights, Indian affairs and public land issues.

Initially public history courses were offered only at the postgraduate level, a situation which enabled such colleges as Carnegie-Mellon, Santa Barbara and Arizona State to build on and refine skills of research, analysis and so forth developed in a first history degree. As such, public history appears as a form of postgraduate vocational training, both preparing and directing graduates towards particular occupations. However, during the past year or so certain colleges have joined the public history movement through the provision of courses at the undergraduate level, as at the University of North Iowa or at the California State University at Fullerton.

Obviously there are divergent views concerning the desirability of this trend, particularly as much of the strength and attractiveness of existing master's and doctoral programmes derives from the manner in which they build on skills acquired during a first history degree. By short-circuiting the educational process one may be providing an inferior product, although caution is required with respect to course provision in order not to exhaust either internship or employment opportunities.

Although public history is normally presented as a novel development in the sphere of history, it might be argued that historians have always found their way into non-academic areas of employment; that some historians have already acted as consultants for client-oriented research; that historians have often worked on corporate and official histories and so on. All this is true, but the important point about public history arises out of its architectonic and vocational qualities. Thus, public history represents a unique package of courses with a clear career focus towards the non-academic sphere of employment. To date, public history has remained predominantly an American phenomenon, and has made little or no progress in Britain, partly because of a knowledge gap.

The public history movement represents one American response, and hitherto a relatively successful one, to the various pressures which are not impinging on British historians. In this context serious consideration should be given to the introduction of public history as a form of postgraduate vocational training at a select number of universities and polytechnics.

Hopefully, such developments might receive fiscal support during the formative years from a body like the Social Science Research Council. This would be in line with the SSC's increasing interest in the applications of research and training, as shown by its sponsorship of an Anglo-Dutch seminar on applied historical studies held at the University of Rotterdam in September last year.

Therefore, we need to consider at least the possibility of following in the footsteps of our American colleagues in places like Santa Barbara, Carnegie-Mellon and Arizona. After all, as the saying goes, if you do not like the future as portrayed in California - or, in the case of public history, in Pittsburgh or Arizona - you can always return home. The problem is that in present circumstances complacency and inertia might prove the historian's worst enemies.

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## BOOKS

## Exploitation without class

by Peter Abell

A General Theory of Exploitation and Class  
by John E. Roemer  
Harvard University Press, £22.00  
ISBN 0 674 34440 5

The almost irresistible attraction of Marx's doctrine derives from the way in which it holds out the promise of a theory of historical movement which claims, at one and the same time, to be both scientifically predictive and suggestive of the moral liberation of mankind. The potent alchemy of its enthusiasm and scientific pretension, which when reduced to its basic elements proclaims that things must ultimately tend towards a form of economic, political and social organization where man no longer exploits man, can only fail to move the most abjectly unimaginative. Under Marx's scholarly direction mankind's own peculiar direction becomes nothing more than a protracted, but finally victorious, struggle to redeem an initial fall from grace - that is from primitive communism.

The central theme in this drama is the exploitation of one class of men by another and the driving force which inexorably propels us from the opening to the final act through a series of exploitative "modes of production", is the motivation of the exploited class to appropriate the concept of exploitation. The Marxist theory of exploitation fails then the Marxist theory of class fails the driving force of history must be sought elsewhere, the liberation of mankind is no longer guaranteed and the final act of the drama must be rewritten.

Marx, true to his materialist predilections, needed to embrace an objective measure of exploitation though he gave short shrift to those for whom the evident disparities in fortune between the rich and the poor were transparently obvious in this respect. His own insight was to formulate the idea of exploitation in terms of labour-time: if, he argued, economic institutions are organized in such a manner that one man needs to labour for a period longer than that which is necessary to produce his own subsistence needs, then he is exploited and whoever stands to benefit from his "surplus labour" is ipso facto exploiting him. It was a short step from this conception to the labour theory of value.

It is, and was to Marx, entirely evident how exploitation arises in societies based upon slave and feudal productive relations. At the threat to life and limb, the slave is coerced to toil for a far longer period than that which is needed to produce the goods he consumes and likewise the ties of bondage of the serf require him to perform corvée and demesne labour. But with the advent of industrial capitalism and labour markets which are apparently free (uncoerced) Marx faced a paradox: labour is free, but at the same time in his terms systematically exploited - how could this be? He constructed a complicated theory in which the private ownership of the means of production was the necessary condition for such exploitation.

John Roemer in a remarkable but highly technical book sets out to analyse this theory. He starts, however, by suggesting that we notice a paradox of our own which parallels the one which perplexed Marx. We confront the socialist societies where, despite their banishment of the private ownership of the means of production, it is difficult to evade the conclusion that exploitation is still taking place. Is there, he asks, a more general theory of exploitation in which Marx's theory is but a special case?

Before, however, such fundamental issues can be addressed

series of abstract economies, the structures of which are designed to elucidate the precise nature of Marx's exploitation and theory of class, a number of surprises, damaging to Marx's doctrine, occur on the way. Like Marx before him, Roemer starts with simple subsistence production: here, individual producers with identical skills (homogeneous labour), differentially endowed with production goods, but all facing the same sort of technology (fixed proportions of input per unit of output, that is, a Leontief technology) minimize their labour time and trade to satisfy their identical subsistence needs. There is no labour market, thus, no employment and no capital market; nevertheless, the less well endowed worker for longer hours than the better endowed. That is to say the former experience a type of Marxian exploitation despite the absence of a clear class boundary wherein capital employs labour. Not surprisingly an assumption whereby the initial endowments are equally distributed surrenders the result that all work for the same time. Roemer draws what he regards as the distinctly un-Marxian conclusion that exploitation is guaranteed purely by the exchange of commodities and the unequal ownership of the "means of production".

We have, as it were, "exploitation without class". One might, of course, reasonably ask: whence the unequal endowment of production goods, which is, after all, responsible for unequal labour times? Roemer's reply would be that the whole exercise is merely a logical one to demonstrate the point that "surplus labour" can be extracted even in the absence of the employment relation.

The next obvious step is to introduce a labour and a capital market: Roemer does so, and in this order rather than together, such that the implications of each can more easily be discerned. With a labour market (and still assuming a uniform Leontief technology and identical subsistence consumption) each producer confronts, in the light of his initial endowments of producer goods, the problem of finding an optimal mix between working for himself, employing others and hiring his own labour. Roemer's central result is what he terms the "Class Exploitation Correspondence Principle" (CECP): it shows that there is, at a reproducible solution in the economy, a perfect rank order correlation between five disjoint class positions (capitalists, who optimize only by hiring others; small capitalists, who both hire others and work for themselves; petty bourgeoisie, who only work for themselves; semi-proletarians, who both work for themselves and hire out their labour; and labour, who only hire out their labour) and both labour-time (ie exploitation status) and wealth. Indeed it is the semi-proletarians and full proletarians who always work more time than that which is needed to produce the (subsistence) consumption and the capitalists that work less.

When a capital market, rather than a labour market, is introduced into the subsistence economy, individuals must optimize either by hiring their own endowments, or by borrowing or by lending. Once again at a reproducible solution there are five "financial positions" and these, running from "pure lenders" to "pure borrowers", are perfectly inter-correlated with labour-time and wealth. That is to say a theorem which is isomorphic with CECP still holds, and exploitation takes place solely within the framework of circulation of capital. This observation underscores the early one showing there is nothing in institutions of the labour market which is intrinsically necessary for bringing about the phenomena of Marxian exploitation and class. All this will come as something of a jolt to those who, seeking to liberate man from the capitalist



The central figure from Alexandrovich Deyneka's 1956 painting "The Tractor Driver".

in which labour hires capital rather than the reverse.

The significance of these results, wrested from some rather abstract mathematics, is, Roemer believes, that they invalidate Marx's view which would find the prime locus of exploitation (extraction of surplus value) in the labour process at the point of production. Rather he contends it is to be found in those institutions which maintain the differential ownership of productive assets. Some will no doubt regard this as a rather fine distinction and also query the utility of models which assume an unequal distribution of initial endowments which cannot be accounted for within the model itself. For after all is said and done it is primarily this assumption which generates the pattern of unequal labour times. Roemer's riposte is direct; the models so far are not candidates for any given historical reality but merely a logical exercise to ascertain the institutional arrangements which are necessary for the production of Marxian-type exploitation. In the second part of the book we move on to more realistic accumulating economies.

When economic agents seek to accumulate wealth rather than minimize their labour time in order to guarantee themselves a subsistence existence - then does the CECP hold? Before Roemer can, however, address this question he has to tinker with the Marxian concept of exploitation; he needs a notion independent of the idea of subsistence. This is his first major departure from pure Marxian orthodoxy, for Marx tried, rather unhappily, to stay with the framework of capital accumulation. Roemer adopts the following ("Marxian type") definition: an agent is exploited if there is no bundle of

which embodies as much labour time as he/she contributes, and conversely is an exploiter when he/she can purchase goods embodying more labour time than he/she contributed. Labour is still assumed to be homogeneous and the technology of the fixed proportions Leontief type. It turns out that a version of the CECP does hold under both these assumptions and this concept of exploitation, ie the labour sellers are exploited and the labour buyers exploiting. There are, however, at equilibrium (in a reproducible economy) a large number of agents in a "grey area" who are neither exploited nor exploiting. In fact society is now decomposed into four classes: the pure hirers, the pure sellers (of labour), those that operate their own production and those who do all three things. But the robust fact remains; to employ is to exploit and to sell one's labour is to be exploited.

So far all agents have been assumed first to have equal access to a type of technology where fixed proportions of inputs generate a unit of output and in the second place to be endowed with identical "unexploitable" resources (ie skills). But is CECP able to survive the relaxation of these assumptions? Roemer introduces a constant returns to scale technology (in the jargon convex cone technology) and once again shows that CECP is robust enough to survive the journey but only if, from a Marxian point of view, a most heterodox travelling companion is taken on board. If the Marxian type concept of exploitation is preserved the CECP is false; that is to say wealth, class position and labour time no longer stand as neatly ordered proxies for each other. So either the concept of exploitation or CECP must be thrown overboard.

To cast CECP to the winds would indeed have profound implications: exploitation and class would no longer stand together fuelling the motors of historical change and the liberation of mankind. Far safer to sign up a concept of exploitation which will keep CECP on board. This Roemer, with some ingenuity, does, but only at the expense of making the value of labour dependent upon equilibrium prices. Classical Marxists have always contended to keep labour values solely dependent upon technology and logically prior to equilibrium prices. Although these heroic efforts have been questioned recently, in avowedly Marxist circles, none has so far been as audacious as Roemer. Not daunted by his heterodox stance he claims that a price-dependent measure of labour input actually captures, to use the Marxian vernacular, "value as a concept which adheres to goods produced in capitalist production not simply goods as such". Thus, a definition of exploitation dependent not only upon technological constraint but the "going rate of profit" (ie prices) embraces the "capitalist imperative". Labour-value is social necessary labour given capitalist relations of production.

So far so good - but what about differential skills? It has been known for some time (Marxists) that "heterogeneous" labour proves extremely problematic for the Marxian theory of exploitation. Again from Roemer's particular standpoint the CECP is at the centre of things since, now, class position no longer rank orders with wealth but with the ratio of wealth to the amount of labour provided (quantity and quality) and it becomes possible for wealthy producers to become exploited and poor producers exploiting. Marxists have reacted to this possibility by pointing out that as capitalist society polarizes (another Marxian assumption) or theorem depending upon how one formalizes Marx's, then empirically speaking, the apparent anomaly is of no significance. But for those of us who wish to preserve something of the Marxian idea of historical movement without the letter of

reply. The inequalities of income and life chances within the class of persons who hire their labour is something which profoundly affects the class-dynamics in contemporary capitalism. Roemer quite rightly sees the analytical problems surrounding heterogeneous labour as one factor involving the development of a more general theory of exploitation of which the Marxian (homogeneous labour) model is a special case.

We clearly need to revert to basic principles, with our experience of Marxian serving both as an inspiration and a cautionary tale. The essential issue is: why should inequalities be regarded as exploitation in the first place? For instance, in the abstract models which Roemer so painstakingly takes us through - why should differential labour-times be labelled as exploitation? Producers are, given their initial endowments, clearly better off (Pareto-wise) in all the economies (subsistence and accumulating) when they trade to a reproducible solution (ie a Pareto optimum); as Marx noted they freely enter into various contractual relationships. The anomalies which occur in relation to differential skills are, to the neo-classical economist, quite natural and just - the transfer of surplus labour time from one agent to another and any accumulation of wealth, which is self-evidently exploitative to a Marxist, is perfectly acceptable to the neo-classicist if it reflects differential contributions (ie marginal products) under perfect competition. Is there a way of adjudicating between these different "normative" interpretations?

Roemer thinks so. He adopts a game-theoretic approach to exploitation which enables him to distinguish between what he terms feudal, capitalist and socialist exploitation. In so doing he, along the way, accomplishes two of his major objectives: to construct Marxian-type exploitation as a special case of capitalist exploitation and to provide an analysis which sees societies where the means of production have been nationalized/ socialized also as exploitative. He in a sense reverts to the deepest Marxian insight whereby property relations are what we must pay attention to in a historical analysis of exploitation and not to the extraction of surplus labour time, which is only applicable in unduly restrictive circumstances.

But where does all this rather abstract theorizing leave the Marxian concepts of class and class dynamics? Is the divide between the exploiting and exploited classes in contemporary capitalism sufficiently recognizable for it to provide a locus for political mobilization? Roemer's analysis, though Marxian in inspiration, should (but I doubt it will) put paid to any straightforward reliance upon the labour theory of value and the extraction of surplus labour in this respect. Despite some rather simplistic efforts to preserve clear-cut class boundaries (Poulantzas, Castelli, and so on) it is apparent to all but those who for ideological reasons wish to preserve the detail of Marxian doctrine, that it fails to address the complexities of contemporary capitalist society. It is not only a matter of Roemer's "grey areas" but also the fact that in calculating one's class interest one must balance one's lifetime welfare expectations under present arrangements (including the probability of being mobile in and out of the property-owning class) against such a tenuous alternative. No doubt the crisis-prone patterns of conflict between mobilized interest groups will, if we manage to survive the doings of the likes of Thatcher, Reagan and Andropov, lead us somewhere - maybe to a more just and open society - but to place exclusive faith in a dynamic articulated around man's kind's access to property is to succumb to a form of Marxian plety which is breathtaking in its naivety.

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## BOOKS

## Across a divide

The Light in Troy: Imitation and discovery in Renaissance poetry  
by Thomas M. Greene  
Yale University Press, £21.00  
ISBN 0 300 02705 6

Dunbar's translation of the *Aeneid* includes references to "Sir Diomed", "dauntly chiffrons full of chevrons" and to the "mus of Bacchus". The Scottish poet translates in this way because he has an inadequate grasp of the differences between the ancient world and his own. Professor Greene argues that the best Renaissance imitative poetry is likewise anachronistic - but in a very different way. It was the particular achievement of Renaissance humanists to become aware of the otherness of ancient civilization: comprehension of the texts they sought to restore entailed recognition of the fact that history is not a continuum and that, though ancient societies might be increasingly understood, they could never be restored to life.

The sense of fulfilment created by an increasingly detailed knowledge of the civilizations of Greece and Rome brought with it, therefore, a marked sense of privation. Professor Greene argues that the best imitative poets learned how to exploit this sense of cultural distance. Slavish attempts at imitating a "Great Original" led to failure, as in the case of Petrarch's neo-Latin epic, *Africa*; but a deliberate policy of highlighting the difference between one's model (with which the literate reader is expected to be familiar) and one's own poem creates a diachronic interplay between two cultural worlds which emphasizes the personal nature of the poet's vision. Thus, *Canzoniere* 90 differs from its subtext in the *Aeneid* (Aeneas's encounter with Venus) because of the way in which Petrarch plays on the ambiguity of Laura's creaturely status: Venus is a goddess who looks like a woman; but Laura is a woman who, having once resembled a goddess, has now lost her divine aura. The discrepancy between text and subtext enables Petrarch to reverse the "epiphanic revelation made to Aeneas" and to create "a deliberate admixture of nostalgia, a hovering regret at Laura's decline".

Intertextual criticism of this kind is now widely practised; but Professor Greene suggests that "We have not been adept as literary critics at accounting for imitative successes as against the many failures, or at recognizing the variety of strategies imitative writers pursued". It is in order to "sketch in" some proposed solutions to these problems that he surveys the theories of imitation advanced in classical antiquity, the Middle Ages and the Renaissance, and provides us with a series of studies of the ways in which these theories were put into practice. Petrarch receives the most detailed attention because of his role as a forerunner and as a catalyst; but shorter sections are devoted to Poliziano (debate with Paolo Cortesi, *Stanze comminate per la giostra di Giuliano de' Medici*), Ronsard (*Amours* of 1552-3), Du Bellay (*Defence, Antiquitez*), Sir Thomas Wyatt, and Ben Jonson.

I am not sure that Professor Greene succeeds in showing that literary imitation made a different impact on "each nation and vernacular it touched". Petrarch is a law unto himself, and is as different from Poliziano as he is from Du Bellay. The two radically different ways: the former dramatizes the humanists' failure to resuscitate a dead past, while the latter sees himself as a serene demigod. From this point of view, Ronsard is nearer to Jonson (whose poised and self-confident transpositions indicate a diminishing feeling of cultural shock) than to his countryman. I am not convinced either that Petrarch's description of his alleged ascent of Mont Ventoux is a "failed imitation". The conflict between the *mundi significantes*

Livy and Augustine is revealing precisely because it reflects the "beyond-moronic irresolution" that Petrarch displays in so many other domains. These, however, are mere quibbles in comparison with this study's undoubted worth. Many of the chapters are too short to be anything more than suggestive; but Professor Greene shows admirably that imitation can be understood and practised in a variety of different ways, that it can accentuate rather than reduce the poet's originality, and that it was a central technique in the humanists' attempt to salvage something from the cultural holocaust symbolized by the sack of Troy.

James Supple

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## Dramatis personae

Eugene O'Neill's New Language of Kinship  
by Michael Manheim  
Syracuse University Press, \$22.00 and \$12.95  
ISBN 0 8156 2262 7 and 2277 5  
Eugene O'Neill  
by Norman Berlin  
Macmillan, £10.00 and £2.95  
ISBN 0 333 28499 2 and 28501 8

It is undeniable that O'Neill's personal experiences were the stuff of his plays to a greater extent than for any other American playwright. The despair of the early works - obsessed with decay, dissolution and death and dominated by images of constriction and apocalypse - is deeply rooted in a private life which was nothing if not melodramatic. His father, the famous nineteenth-century actor, may have performed in melodrama; O'Neill lived it.

By the time he offered *Bound East for Cardiff* to the newly formed Provincetown Players he had already discovered his mother's morbid addiction, married and abandoned the woman who had borne his child, suffered from TB and attempted suicide. He had prospected for gold in South America and lived as a drunken dervish. In view of this it might seem strange to resist a book which attempts to decode O'Neill's texts precisely in terms of autobiography. But Michael Manheim's application of the personalities of the O'Neill household is so relentless, repetitive and mechanical that resist one must.

The problem is that this is a psychological study without the psychology. Terms like "guilt", "self-hatred" and "hostility" are deployed in a context in which we are offered

neither a very detailed analysis of the lives and relationships of the O'Neills nor anything more than a dime-store version of psychological theory. The text wanders from the spuriously confident, in which the by no means demonstrable is introduced as "undoubtedly" or "clearly evident" through to the confessedly anxious - "it may well be", "it could be", "perhaps".

Normally Manheim seems to rely on the self-evident nature of his observations. Thus he says of a character in *The Hairy Ape* that the fact that "Mildred is on the one hand pale, delicate and elegant, and on the other hand deeply confused about her life suggests strongly that O'Neill is again dealing with his mother", or later of the figure of Marco Polo in *Marco Millions* that "his behaviour can only be explained, it seems to me, with reference to O'Neill's severe self-hatred arising from his recent treatment of his dying mother." That both could have been a consequence of the exigencies of plot or his perception of the dramatic necessities of character seems too banal to consider. If characters seem to correspond to members of O'Neill's family they are seized upon as "parallels"; if they do not they are seen as "distortions" or "opposites", as though that family were the only legitimate source of reference. If, in *Marco Millions*, it becomes difficult to sustain the centrality of O'Neill's hatred for his mother this can only be because he has "temporarily suppressed his hostility towards his mother and is concentrating only on his guilt".

Eventually this method leads Manheim to the absurd. The figure of Tiberius in *Lazarus Laughed* represents not only James O'Neill Senior but also both O'Neill brothers, while in *A Touch of the Poet* his mother even becomes a horse. He similarly begins to play fast and loose with evidence he suggests that "memories of his mother were ruining O'Neill's sex life, or conversely, the persistent amorous demands of a wife were interfering with his reveries about an idealized distant past with his mother." The trick is that he is not so much speaking from a knowledge of O'Neill's private self as intuiting from the plays, having so successfully convinced himself of the legitimacy of the parallel that the distinction between fiction and the real has all but disappeared.

What writer does not people his or her work with phantoms from their own lives, fragments, aggregations, ironic transpositions, and so on? The important question is to what end do they do so. Precisely what difference does this make to our approach to the work? My fear is that in his quest for versions of O'Neill's family Michael Manheim diminishes the complexity, evades the weaknesses, understates the achievement and reduces the imaginative accomplishment of the plays. He seems to see

O'Neill as producing a gallery of holographic portraits of his father, mother and brother and, as with holographic portraits, the effect is to drain the lives out of these characters.

A rather more rewarding account of O'Neill's plays, mostly devoid of psychological speculation, can be found in Norman Berlin's *Eugene O'Neill*, a recent addition to the Macmillan Modern Dramatists series. This is less imaginative than Manheim's book and is plainly directed at a wholly different market but for those who want a sensible introduction to O'Neill's work, albeit one which breaks little new ground, this is not without its virtues. At least it concedes to its subject an intelligence and an imagination not entirely in thrall to memory and conscience.

C. W. E. Bigsby

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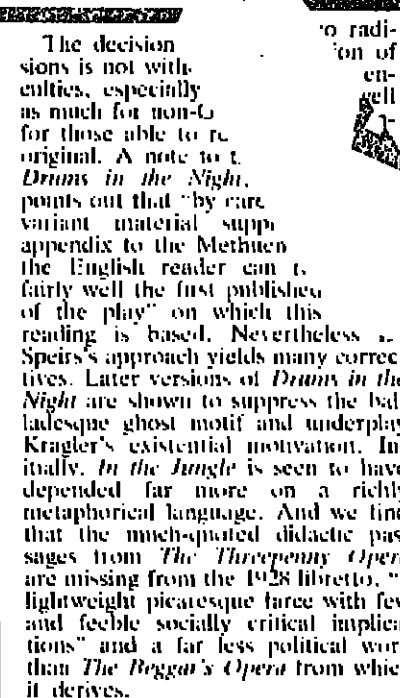
## First versions

Brecht's Early Plays  
by Ronald Speirs  
Macmillan, £20.00  
ISBN 0 333 28855 6

Dr Speirs's aim is to subject Brecht's major works up to *A Man's a Man* (1926) to the detailed examination which has normally been reserved for his later plays. In addition to the largely sympathetic and admirably close readings of *Baal*, *Drums in the Night*, *In the Jungle*, *The Life of Edward the Second of England* and *A Man's a Man*, the volume contains a short account of the operas and a concluding survey of the *Lehrstücke* and beyond.

Rightly suspicious of any approach to the works as proto-Marxist exercises or mere slinging-pots on the journey to a Theatre of Alienation, Dr Speirs argues that Brecht's early plays need to be interpreted in their own terms with regard to both form and content. Not only does he consider Brecht's hindsight remarks about them very sceptically but also sees his subsequent Marxist versions of early plays as an obstacle to their understanding.

Thus, instead of any orthodox preference for the definitive edition, always a vexed issue in Brecht's case, we have here an axiomatic preference for the first version - even where (as with *Baal*) the changes made in later versions are not simply "Marxist corrections", but also represent the kind of continual refining and rethinking to which Brecht invariably subjected his work.



Short evening dresses from the 1920s displayed at the Costume Institute of the Metropolitan Museum of Art in New York. The picture is taken from Shirley Miles O'Donnell's book *American Costume 1915-1970: a source book for the stage costume*, published next week by Indiana University Press at £16.50.

Livy and Augustine is revealing precisely because it reflects the "beyond-moronic irresolution" that Petrarch displays in so many other domains. These, however, are mere quibbles in comparison with this study's undoubted worth. Many of the chapters are too short to be anything more than suggestive; but Professor Greene shows admirably that imitation can be understood and practised in a variety of different ways, that it can accentuate rather than reduce the poet's originality, and that it was a central technique in the humanists' attempt to salvage something from the cultural holocaust symbolized by the sack of Troy.

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# 14 BOOKS

## The place of art

The Critical Historians of Art  
by Michael Podro  
Yale University Press, £15.00  
ISBN 0 300 02862 8

At an early point in this beautifully illustrated book Michael Podro refers to Rubens's painting, *Coup de Lance*, which depicts the crucified figure of Christ being pierced by the spear of a passing horseman to see whether he is dead. Podro invites us to consider whether this picture, if shown to a spectator who belonged to a non-Christian culture, could be experienced by him as having the force, the poignancy, which it would possess for one who approached it from the standpoint of Christian ideas and beliefs.

In doing so he draws attention to a problem which occupied a central place among the issues that influenced the historiography of the visual arts as it evolved in Germany during the greater part of the nineteenth century and the first quarter of the twentieth. For it was in this seminal period that a succession of great writers confronted the difficult task of tracing the connections between intellectual artistic works from a historical point of view and treating such works as realizing creative possibilities that transcended the social and cultural contexts in which they were produced. As Podro himself puts it, the aim of critical history was to demonstrate "how the products of art sustain purposes and interests which are both irreducible to the conditions of their emergence as well as inextricable from them."

And its practitioners can be regarded as having attempted, albeit in widely varying ways, to construct an account of art and its development which was sufficiently subtle and flexible to be able to do justice to both these conceptions of the nature and value of artistic activity which would accommodate the "extra-artistic" facets of historical scholarship and research while at the same time making it possible to appreciate the essential continuity of artistic achievement, the works of individual artists being presented as contributing to a process whereby the human mind constantly manifests its freedom through engaging with and transforming the material provided by experience.

Podro contends that the two themes which he sees as underlying the writings of the critical historians - the notion of art as exhibiting "freedom of mind" and the conception of it as a historically-conditioned activity whose products are none the less accessible to the mental life of the present - had their source in certain suggestions that were originally advanced in the field of philosophical aesthetics. Thus on the one hand Herder, with eighteenth-century ideals at heart, had challenged the assumption that all works of art could be judged by some single standard and had emphasized the need to evaluate artistic products in terms of the particular cultural circumstances in which they arose. And on the other Kant and Schiller, while not sharing Herder's historical perspective, had emphasized the mind's capacity to withdraw from the pressures of everyday existence and to experience itself instead in a free or spontaneous play of its powers; according to Schiller, such freedom of response was pre-eminently exhibited in the artistic control over his subject matter and in his ability to "submerge it within an order of his own making."

It was, however, Herder who, by interviewing the themes of freedom and historicity within a systematic general theory of art, constituted in Podro's opinion the primary philosophical influence upon the critical historians. With these metaphysical overtones of the Hegelian becoming they have held little appeal for them; even so, some of the methodological implications were to reverberate in the minds of three generations of art historians.

The major part of Podro's essay is devoted to an examination of the foremost figures of these generations, Schenke, Semper, Burckhardt and Springer being singled out as representative of the first; Riegl, Wölfflin and Warburg as representative of the second; and Panofsky as representative of the third. Each of these writers is subjected to detailed consideration, the differences between their respective approaches being explored in the light of certain guiding principles and preoccupations. Whereas some are presented as subscribing to positions which partly echo Hegel's teleological outlook, others are seen as reacting against this by treating the development of new artistic styles as arising in a piecemeal fashion which involved the adaptation to fresh uses of specific techniques or "motifs". Again, while some were disposed to regard art as originating in an essentially contemplative attitude towards the world, others envisaged it rather as being continuous with various forms of human behaviour and social practice. And although some followed Hegel in endorsing the notion of art as reflecting or expressing the life of a culture, there were also those who wished to emphasize the autonomy of artistic creation and the importance of understanding stylistic changes or transformations in exclusively artistic terms.

The resulting survey, which is conducted with scrupulous care and discrimination, is of interest for a number of reasons. Not only does it shed

light on a rich and fascinating period of critical activity; it is also of value in illustrating the ways in which philosophical theorizing, even when this is of a highly speculative character, may impinge upon the actual pursuit of art criticism and exert a significant influence upon its direction. Furthermore, it serves to show how many of the problems with which the critical historians were dealing remain live issues at the present time: as Podro himself indicates, there is still much to be learned from what they wrote, even if the arguments they used, and the answers they gave to the questions they had raised, can appear inadequate from the standpoint of more recent philosophical and psychological approaches.

Where his study seems to me less satisfactory is in its mode of presentation; this is somewhat oblique and densely-textured and does not make for easy understanding. Podro works with a very fine brush which, though admirably suited to the depiction of matters of nuance or detail, is not so effective as an instrument for drawing firm outlines. It is not difficult to appreciate the subtlety and finesse with which he handles individual points and distinctions. But there are occasions all the same when one would be grateful for a clearer delineation of the overall design.

Patrick Gardiner

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## Reports at first hand

Historical Writing in England, volume two c 1307 to the early sixteenth century  
by Antonia Granden  
Routledge & Kegan Paul, £30.00  
ISBN 0 7100 0480 X

The second volume of Antonia Granden's *Historical Writing in England* brings to a close her comprehensive survey of historical works in the medieval period. To have completed such an undertaking single-handed is something of a tour de force for although some late medieval chronicles have been well and critically edited, many exist only in old and inadequate editions; some are subject to conflicting interpretation, others have been neglected. In spite of the difficulties, Dr Granden successfully presents almost all the known narrative sources.

During this period interest in history remained widespread; but patronage and readership changed, and gradually shifted away from the old-style general chronicles, beginning with the creation of the world or the incarnation, gave place in popularity to encyclopaedic compilations like the *Polychronicon* of Ranulf Higden. During the wars with France patriotic and chivalric histories, always popular with the knightly class, increased in number. Traditional legends of Arthur and Brutus were still almost universally accepted; but if national origins were shrouded in myth, most writers reported with vivid and accurate detail on the contemporary scene. Royal ceremonial battles, pageants, riots, even executions, were graphically described. Newsletters, giving accounts of campaigns and diplomatic negotiations, became available to chroniclers; they widened the scope of accurate reporting, though they might become instruments of propaganda. Indeed, during the fifteenth-century wars of succession, historical writing was increasingly liable to be used as propaganda, both at home and abroad.

The *Activus* of Edward IV, for example, was a propaganda tract intended to win acceptance for a Yorkist cause in France and Burgundy, no less than in England. The older type of monastic chronicle survived in an attenuated form; but in spite of a brief flowering in the late fourteenth century most chronicles were concerned principally

with the affairs of the abbey where they were written. Meanwhile city chronicles, notably the London Chronicle, catered for the interests of the merchant classes. A growing number of secular clerks and laymen, some of whom had served in the royal administration or as diplomats, turned their hands to writing contemporary history or biography.

Social change showed itself in the content no less than the authorship of chronicles. Episodes in the revolt of 1381 were described by some writers; peasant unrest appeared more fully in Thomas Burton's account of the laws of his abbey of Meaux, which included one against its own discontented illans; or in John Rous's indignation at the rural distress resulting from the enclosure movement.

Intellectual interests, too, were modified. Antiquarian studies, never wholly absent in the earlier centuries, became more prominent; two fifteenth-century scholars in particular - the secular clerk John Rous, and the "gentleman bureaucrat" William Worcester - are remembered chiefly as antiquaries. But in spite of all the changes, Dr Granden rightly emphasizes the strength of the traditional elements in historical writing, even in the work of such humanist historians as Polydore Vergil and Sir Thomas More, who developed the classical tradition of rhetoric, and laid greater emphasis on natural causation than their forerunners had done.

Inevitably, in a work so packed with detail and arranged partly chronologically, partly by subject, there is some overlapping and repetition. There is also, occasionally, inconsistency; for instance, the poet William Langland is a clerk in order 221. Inevitably, too, fresh research will modify some specific judgments. Already the section on the West-Saxon Chronicle has been outdated by the edition of Harvey and Fleck; and John Blacorn's biography of Henry VI, here dismissed (in accordance with a widely-held view) as a "pious eulogy," has been shown by Roger Lovatt to be an important insight into the mentality of Henry VI and a mirror to the piety of its age.

The book stands, however, as an indispensable work of reference, superbly indexed and supplied with detailed bibliographical references, an invaluable aid to medieval studies for many years to come.

Marjorie Chibbald

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Georges Seurat's drawing of "The Gleaner" (circa 1883), taken from Anthea Callen's book *Techniques of the Impressionists* (Orbis, £12.50).

## After the war

Spain 1808-1975, second edition  
by Raymond Carr  
Oxford University Press, £19.50 and £9.95  
ISBN 0 19 821227 4 and 822128 2

Few historical works published in recent times can truly be considered milestones in a nation's historiography. One which can is Raymond Carr's *Spain 1808-1939* (1966), the first serious synthesis of nineteenth and early twentieth-century Spanish history and still incomparably the best.

It was, especially in view of the dearth of monographic material then at Carr's disposal, a phenomenal achievement: huge in scale and sensitive in its grasp of Spanish realities, its insights subtle, illuminating and often provocative, and the entire volume infused with its author's sceptical but humane liberalism. Neither in the English-speaking nor the Hispanic world is there an historian of modern Spain writing today who is not indebted to Carr.

For teachers this was nevertheless a frustrating book, its delights hard to share with those not already immersed in things Spanish. For Carr was and remains a specialist writer for specialists - and for Spaniards, who bought the Spanish version of *Spain 1808-1939* in enormous numbers. Reading him demands not only some familiarity with his subject matter but also some linguistic facility: his setting, not a man for chronological or gratuitous explanation, he moves rather via the flashback, the forward glance, the cross-reference, the pertinent quote and the punchy one-liner. Easy to enjoy, he is not, for those ill-equipped to meet him on his own ground, easy to digest.

Now we have a new edition of this classic work. To be precise we have a reprint of the first, minus its last two paragraphs and extended by two new chapters to cover the Franco regime and its demise. And why not? However desirable a complete revision might have been, Carr can scarcely be blamed for not embarking on one, especially since his own recent work has largely concentrated upon the years dealt with in the new chapter. To reread the reprinted material, moreover, is to appreciate how well most of it stands up.

This is partly, no doubt, because the revival of Spanish historical scholarship since the 1960s has, for understandable reasons, focused disproportionately on the 1930s, to the

continued relative neglect of the nineteenth and very early twentieth centuries where the heart and real strength of Carr's book always lay. Consequently, if the sections dealing with the 1930s do now look seriously dated, the bulk of what was the first edition still commands confidence and admiration. As for the new chapters, their content and argument already familiar to readers of Carr's collaborative work with J. P. Fial, *Spain: dictatorship to democracy* (1979), they are as informed, balanced and vigorously presented as all that has gone before.

Why, then, should this new edition arouse a tremor of dissatisfaction? Because, I think, *Spain 1808-1939* possessed a unity which *Spain 1808-1975* has lost. Carr's original theme, "the failure of liberal revolution," certainly attracted some criticism, among other things for its emphasis on political failure, its alleged Anglo-Saxon ethnocentrism, and an unstated preoccupation with explaining a civil war which, it was suggested, held Carr politically and intellectually spellbound. Fair or not, such reactions illustrate the theme's importance. *Spain 1808-1939* closed with a short, sage, retrospective lament over the poor prospects for nineteenth and twentieth-century Spanish liberalism. This has now gone; from the words "the Civil War was over" we enter the long reign of Francoist illiberalism, to end this time with a brief expression of hope for specialists - and for Spaniards, who bought the Spanish version of *Spain 1808-1939* in enormous numbers. Reading him demands not only some familiarity with his subject matter but also some linguistic facility: his setting, not a man for chronological or gratuitous explanation, he moves rather via the flashback, the forward glance, the cross-reference, the pertinent quote and the punchy one-liner. Easy to enjoy, he is not, for those ill-equipped to meet him on his own ground, easy to digest.

The final impression resembles that left by those attempts to "complete" Schiller's *Eighty* by adding material from elsewhere in the composer's canon: undiminished respect for the man and his works, coupled with the conviction that classics are better left alone.

Martin Blinkhorn

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The nearly 350 short biographical accounts contained in *Who's Who in Nazi Germany* are designed by its author, Robert Weisbach, to reflect "the multitude of cross-connections that made up Hitler's Germany." Individuals covered include not only Nazi SS and Gestapo personnel, but also civil servants, industrialists, intellectuals, churchmen, academics, artists and entertainers. The book is published by Weidenfeld & Nicolson at £10.95.

# BOOKS

## The God of Theism

The Miracle of Theism: arguments for and against the existence of God  
by J. L. Mackie  
Clarendon Press: Oxford University Press, £12.50 and £4.95  
ISBN 0 19 824665 X and 824682 X

Published after the author's death, this book operates within the following conception of philosophical justification:

Our beliefs in an external world, in other minds, and in the general reliability of inductive reasoning are all initially non-rational. We merely find ourselves believing these things, as James would say, for no reasons worthy of the name. That is why, when the sceptical doubts are raised, we at first, and perhaps for quite a long time, find them unanswerable. Not having reached these beliefs by any process of reasoning, we have no arguments prepared and ready with which we could reply to the sceptic. Nevertheless such arguments can in the end be found. In these cases faith can seek and find the understanding to support it. And when understanding has thus supported it, our belief in these matters is not thereby undermined or corrupted (pages 214-215).

Although we may begin by acting in certain ways, these ways depend for their sense on the support which rational argument provides. Religious ways of acting need such support too and claim to find them in the arguments of theism. But these arguments do not work. Mackie echoes Hume's ironic remark that religious belief depends, not on reason, but on the miracle of faith. Believe the claims of theism and you'll believe anything, for it really would take a miracle for them to be true.

But what of those who do believe these claims? Do they believe what is false, or what is unintelligible? On the whole Mackie deals with theism as belief in the false. Consider the way he talks of the belief in God as a person without a body. It is sometimes doubted whether such descriptions can be literally meaningful. But there is really no problem about this. We know from our acquaintance with ourselves and other human beings, what a person is. . . . Although all the persons we are acquainted with have bodies, there is no great difficulty in conceiving what it would be for there to be a person without a body, and while at present one can act and produce results only by using one's limbs or one's speech organs, one can imagine having one's intentions fulfilled directly, without such physical means (page 1-2).

Most philosophers, I suspect, would say that if religion depends on this possibility it depends, not on what is false, but on what is unintelligible. When Mackie considers the effects of Hume and Kant's criticisms on Swinburne's restatement of the argument from design, however, he concludes that the objections "remain in force against Swinburne's restatement of it, and I surmise, against all possible reconstructions" (page 149, my italics). Here, he seems to be objecting to what is unintelligible, not merely false.

For the most part, Mackie characterizes proofs of the existence of God as failing in the battle of probabilities. They are not accused of incoherence. The same is true of Mackie's treatment of religious experience. He attacks attempts to prove the existence of God from the existence of religious experience. He also has problems in calling the experience religious, if this is taken to mean that religious ideas are constitutive of the experience. To call an experience "religious" in that sense, for Mackie, would be to adopt a hypothetical explanation of it which is false. These criticisms are of the kind provided by Feuerbach, Freud and Engels. These writers made the

mistake of thinking the experiences could be explained in one way. What they should have said is that they are explicable in some such way. This section of Mackie's book is weak because he nowhere tries to meet objections about the lack of fit between the character of many religious experiences and the various accounts of reductionism. . . . Mackie never asks himself whether we would always call the meaning of an experience an interpretation of it, or in what circumstances we would look for interpretations of experiences.

For Mackie, religious experiences must be shown to make false claims because they involve theism. It is important to realize this, otherwise we may wonder why, when Mackie says, "since the early nineteenth century, and particularly through Kant's influence, the traditional 'proofs' of theistic doctrines have been widely rejected or abandoned" (page 177) he spends 10 of his 14 chapters com-

## Will and freedom

Will and Political Legitimacy: a critical exposition of social contract theory in Hobbes, Locke, Rousseau, Kant and Hegel  
by Patrick Riley  
Harvard University Press, £17.50  
ISBN 0 674 95316 9

"What more certain foundation can obligation among men have, than the free agreement of him who obligates himself?" asked Rousseau. The attraction of the concept of the social contract was never purely a matter of explaining how naturally free creatures could (and did) find themselves everywhere in chains. What it principally offered to those great seventeenth and eighteenth-century thinkers who found it attractive was a means of explaining how political power could be legitimate and how the free and responsible agency of individual men could be reconciled with their political obligations.

Modern contractarian thinking, predominantly American in provenance, has been directed less persistently towards the explication of political obligation than towards the analysis of social justice. This shift in focus plainly reflects the centrality of the ethics of economic distribution to modern politics. The contract serves to specify the rational interest of individuals; but in doing so it acts, for the most part, as little more than an expository convenience. By contrast, in the heyday of the social contract, as Rousseau's questioner asks, the role of the contract itself was of more pressing significance. A truly free agent is most indubitably bound by his or her own free will and act.

The initial inspirations of Patrick Riley's book were fairly diverse; running, for example, from Michael Oakeshott to John Rawls. But its principal impetus plainly derives from a sense of these disparities between the scope and theoretical ambition of the works of the great contractarian philosophers of the seventeenth and eighteenth centuries, and the comparatively modest aspirations of their widely admired modern emulators. What Riley wishes to do is to recapture the full power and reach of the original contractarian tradition and to reconstruct the achievements of this tradition in such a way that it can articulate modern Anglo-Saxon moral and political intuitions in a manner acceptable to modern Anglo-Saxon philosophical sensibilities. *Will and Political Legitimacy* is a preliminary exercise towards this endeavour, and Riley's own claims for the degree of its success are disarmingly modest.

It treats the writings of five great philosophers: Hobbes, Locke, Rousseau, Kant and Hegel, not all of whom offer clearly contractarian accounts of political legitimacy and at least one of whom notoriously shows little deference towards the idea of a free will. Riley himself is not an elegant or incisive writer. But he makes a sustained (and reasonably successful) attempt to understand the intentions of his five au-

thors. As a historical interpretation his treatment leaves some important lacunae, ignoring, for example, Hobbes's careful confrontation with the challenge of scepticism and failing to grasp, in the case of Locke, the close connection between his conviction of the demonstrability of ethics and his painstaking account of the epistemic status of moral categories. In addition, the somewhat anachronistic presumptions behind his approach prompt some mildly quaint observations about his victims; but they do not lead him seriously to distort the thinking of any of them.

The emphasis on will as the foundation of political legitimacy, a Christian legacy to the modern world, raises two interesting questions, on both of which Riley sheds some light. The first, which he takes as his major theme, is what precisely comes under a special dignity upon the free agency of individual human beings. The second, perhaps politically and culturally more pressing today, is how far it can be right to correlate political duty with the liberty of spontaneity. For understanding the reasons none of Riley's philosophers found this blunt correlation attractive; and Hegel in fact expressed the demerits of the proposal as compellingly as anyone has ever done. (More recent attempts to press this line of thought, such as Paul Wolff's *In Defense of Anarchism*, have served only to underline the cogency of Hegel's conclusions.) Yet unless political obligation can be correlated somehow with the liberty of spontaneity it is hard to see how it can possess for modern liberal individualists the peculiar certainty in foundation which Rousseau invokes.

Riley's frontal assault on the concept of the will itself is perhaps less successful. The contrast between voluntary and involuntary action is complex and vague; phenomenological distinction within human experience, both personal and social, its practical importance and existential urgency for all human beings is persistently obvious in everyday life, private as much as political. No doubt it gains handsomely in philosophical dignity if endowed with a coherent metaphysical theory of moral causality, as in the work of Kant. But it does not seem likely that its political strengths and weaknesses will be much altered by such supplementation.

Kant emerges in Riley's handling as the most adequate contractarian theorist, not because he actually does base political legitimacy upon the free choice of individuals; but because he offers a far more elaborate analysis and defence of the freedom of the will than any other thinker has ever done. To suppose that contractarian theory is most in need of reinforcement at this particular point is to presume that its most pressing weakness is the metaphysical parousness of the distinction between voluntary and involuntary human performances. But even on Riley's own showing more crucial weaknesses surely lie elsewhere; above all in the implausibility of the attempt to specify a sufficient and convincingly directive schedule of political duty in terms of the free choices of not necessarily very tastefully or efficaciously socialized individuals.

*Will and Political Legitimacy* is a more successful contribution to the history of political theory than it is to modern political philosophy. But Riley is not simply in error in believing it to contribute to the latter genre also. The fact that it is able, out of its own resources, to do so testifies once more to the superiority in political philosophy of the early modern over the relatively recent.

conclusions need. Similarly, philosophers influenced by Wittgenstein are seen, not as challenging theism's characterization of belief, but as philosophers who want religion without belief!

Mackie complains, "To talk of 'God', Phillips claims, is not to refer to an individual, an object. But then what is it? . . . Even if we understand faith as being primarily trust and reliance rather than factual belief it still needs as object; one cannot rely without relying on something" (page 226).

There is no objection to saying that God is the object of faith, but not all objects of faith are objects. To see how relying on God is different from other forms of reliance, and how analogies with these other forms cannot yield the meaning which reliance on God has, we would need to examine the contexts in which religious reliance has its home. In doing so, attention would have to be paid to concept-formation in religion. To do

history of political theory than it is to modern political philosophy. But Riley is not simply in error in believing it to contribute to the latter genre also. The fact that it is able, out of its own resources, to do so testifies once more to the superiority in political philosophy of the early modern over the relatively recent.

John Dunn

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## In two camps

Paradigms, Thought, and Language  
by Ivana Markova  
Wiley, £15.95  
ISBN 0 471 10196 6

Dr Markova is a psychologist with a background education in Czechoslovakia which plainly involved a good deal of philosophy. She is thus more sensitive than many psychologists to the more general philosophical issues which lie behind current psychological thinking. Her book starts from the belief that such thinking will implicitly involve some general presuppositions which ought to be made explicit. It is her claim that two opposed sets of such presuppositions, a Cartesian and a Hegelian set, guide radically different types of psychological inquiry.

Much of the book is concerned with an outline, often in some historical detail, of these philosophical presuppositions. To a professional psychologist, indeed, the work may seem more philosophy than psychology. Dr Markova, however, is anxious also to demonstrate in some detail the consequences of these presuppositions for actual research programmes, and the remainder of the book offers surveys of recent psychological inquiry carried out, not always consciously, under the influence of the two general schemes.

It is her view that most work in recent cognitive and behaviourist psychology leans on the Cartesian model, while the Hegelian alternative is nevertheless preferable. It is not that the Cartesian model is wholly inappropriate to psychology, for it may remain useful where research can treat human beings as if they were simply machines. But the Hegelian model does full justice to the human agent as a person, and, Dr Markova suggests, such a view is preferable on both intellectual and moral grounds.

Dr Markova is strongly influenced in her own thinking by the views of Thomas Kuhn. She implies that psychology itself is in a Kuhnian "crisis" in which the Cartesian and Hegelian paradigms are in conflict. What distinguishes the two paradigms is that in the Cartesian "account the mind is seen as individualistic, static, passive, and analytical, while in the Hegelian the mind is viewed as social, dynamic, active, and hermeneutic. Philosophers will note with relief that the Cartesian model has nothing to do with the standard dualism which they have

this, however, would be to go radically against Mackie's conception of philosophical justification. I mentioned at the outset "We might well find that far from our initial non-rational active responses standing in need of rational justifications, such justifications will themselves be found to be grounded in responses which stand in need of no such justification. This would be as true of what Mackie calls "our beliefs in an external world" as it would be of religious faith."

But all this which be a far cry from the way in which Mackie philosophizes in this book. In so far as he is criticizing philosophers who are arguing in the same way, try to show the reasonableness of religious belief, he succeeds in showing why their labours are in vain.

D. Z. Phillips

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spent so much energy refuting. Otherwise it would be at best puzzling that the Cartesian paradigm nevertheless underpins even behaviourist research. Instead the Cartesian picture represents a much more general signpost to certain methods of psychological investigation. The alternative, Hegelian, picture is less well represented in psychology, but is illustrated from the work of Heider, Rummel, and Rubinstein.

To an outsider it seems plausible to represent the human and social sciences as currently in a state of hesitant uncertainty. In psychology the earlier enthusiasm for a tough behaviourism is in conflict with the rise of so-called "cognitive science", one version of which is well exemplified in the work of Daniel Dennett. Dr Markova, however, seems to believe that these alternative views are fundamentally rather similar, and need to be contrasted with her Hegelian model. In a similar way, although one might wish to be sympathetic to a recent emphasis on human beings as persons in the work of such philosophers as D. W. Hamlyn and Rom Harré, she rejects such a view on the ground that it prevents psychology from being genuinely scientific.

A book of this kind, linking psychology with philosophy, will draw fire from both sides. Philosophers will want to raise queries about the definition of the competing paradigms. Not all philosophers in the Cartesian tradition regard the mind as passive. It remains puzzling that behaviourism should apparently rest on a view of the mind as individual rather than social. Despite the current fashion for Hegelian, hermeneutic and holistic ideas in the philosophy of social science these fashions still need clarification.

On the side of psychology it needs to be asked how psychology is connected between the philosophical presuppositions and the illustrated psychological research. I suspect that some of the Cartesian exemplars might not recognize their alleged presuppositions. But these questions are worth asking, and their answers might resolve some uncertainty in the fields of human and social science. It would be a pity if Dr Markova's book was not allowed to generate such a debate merely on the ground that it belongs neither simply to philosophy nor simply to psychology.

Graham Bird

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Almost two thousand books and articles published to the end of 1978 are included in Michael Laine's *Bibliography of Works on John Stuart Mill* (University of Toronto Press, £26.50). The bibliography is based on information collected for the *Mill News Letter* between 1965 and 1970 and compiled by Dudley L. Haskin and John M. Robson. Three appendixes list light or satiric verse mentioning Mill, cartoons and portraits.

Bibliography



# BOOKS

## Miscue analysis

Language and Literacy: the selected writings of Kenneth S. Goodman edited and introduced by Frederick V. Gollisch  
Volume one: Process, Theory, Research  
Routledge & Kegan Paul, £15.50  
ISBN 0 7100 0875 9  
Volume two: Reading, Language and the Classroom Teacher  
Routledge & Kegan Paul, £14.95  
ISBN 0 7100 9005 6

When we read books or chapters or letters we do so, on the whole, because we want to find out what these have to say. So it seems curious to cavil when a child fluffs this word or that if he manages none the less to get the sense of the passage absolutely right. This point has been made by Kenneth Goodman for some time now, and I take it to be his main point. Mistakes which preserve the text's meaning are not really mistakes at all, according to Goodman. In fact some time ago he decided to eschew the word "mistake" altogether and use "miscue" instead; hence his now widely used technique "miscue analysis".

Goodman argues that reading is a "psycholinguistic guessing game". Children, he claims, take naturally to using the meaning of a passage to work out what the next sentence or phrase means. Since meaning is what reading is about we should, if we follow his argument, encourage such guessing and avoid like the plague other strategies which concentrate on decoding single words or, worse still, sounds. "Miscues" seem to be Goodman's particular bugbear: it is a method which may lead, he admits, to some early successes but which is unnatural and in the end may produce poor reading because it distracts children from the main aim of reading, which is to arrive at the text's meaning. Reading tests, and particularly tests in which children have to read a series of single unconnected words, far almost as badly at Goodman's hands: they too have nothing much to do with real reading.

It is a simple and attractive idea, and by the time one has finished with this very large collection it still seems simple but, I am sorry to say, a great deal less attractive. Repetition is the book's most serious problem. Never before have I read a book which makes the same points in much the same way so many times. There are 45 papers here by Goodman himself, and as far as I can see, they say much the same thing, often with exactly the same turn of phrase and the same examples. Even the titles reflect this tedious regurgitation. "Let's dump the upright model in English," and "Upright ain't right!" sound startlingly the same, and in fact their contents are startlingly the same.

Nor, I am afraid, is this the only reason why the reader's excitement soon wanes. Goodman's negative style is off-putting and unconvincing. Straw men and women stalk these pages. The most respectable is the person who advocates "phonics", who demands that it is taught by rote methods, who knows nothing of language and thinks it unimportant, and who, never thinks of linguistic units larger than the word. Such a person would indeed be all sorts of a monster, but where is he to be found? I suspect that Goodman is bolstering his own case by contrasting it with the ideas of felicitous bunglers.

So what about the case itself? That Goodman's considerable success is made very clear indeed in this book. Goodman himself suggests (see William James) that his theory has become "so important that it is almost impossible to ignore it". Much of the evidence which he has received is derived, it is to Goodman's credit that he, more than anyone else, encouraged research workers to listen to children reading prose; and to treat mistakes as more than just regrettable lapses. He was surely right,

too, when he argued that there is a positive side to children's dependence on context. But the theory has some difficulties, most of which centre around Goodman's pet hates.

Take "phonics". Goodman insists that there is only one reading process, and this is guessing. Surely this seems unnecessarily limiting. Surely children are flexible enough to use more than one strategy at the same time when they are reading, and the kind of strategy which depends on phonological analysis and which is taught by "phonics" could be one of these. After all such phonological analysis need not be nearly as unnatural linguistically as Goodman implies. Very early on in their life children take to rhymes and alliteration, and these are activities which involve detailed phonological analysis of sounds within words. There is also a great deal of evidence that this sort of phonological analysis plays an extremely important part in the early stages of writing and spelling, but very little attention in these two volumes.

Another serious difficulty is that Goodman's pleas for a psycholinguistic approach to reading lack meat. There is in the end remarkably little about linguistics or psycholinguistics in these pages. Chomsky's distinction between deep and surface structures crops up; so, very regularly, does the point that text involves grammar and meaning. But there is virtually nothing about the developments in psycholinguistics which over the past 10 years have made the subject so exciting and which are crucially relevant to the study of reading for meaning, such as grammars and the concern with pragmatics and with problems like anaphoric reference and deixis.

The best parts of this book are the summaries of Goodman's approach written by Gollisch and by Cambridge, and a long and helpful appendix which sets out the details of miscue analysis. The rest is marked by Goodman's hectoring and arrogant style, and by a general lack of content. These volumes could be the most expensive miscue of them all.

P. E. Bryant

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## The printed word

Orthography and Word Recognition in Reading  
by Leslie Henderson  
Academic Press, £27.80  
ISBN 0 12 30520 3

The Process of Reading: a cognitive analysis of fluent reading and learning to read  
by D. C. Mitchell  
Wiley, £16.50  
ISBN 0 471 10199 0

In recent years a great deal of interest has been expressed in the processes underlying skilled reading. If cognitive psychologists have anything useful to say about processes of recognition of the printed word, and about the derivation of the meanings of sentences, then we might have expected, these two discussions to present it. However, both tread very warily through the methodological jungle, and although cautious conclusions are always appreciated, neither of these authors seems prepared to resolve controversy. This might be because it is still too early for us to draw firm conclusions about word recognition and reading, or it might be because the conservative footstep in these books are too firmly planted at the level of fine experimental detail.

Both books are directed towards those with an interest in empirical research. Mitchell has made concessions to his reader which make it suitable for advanced undergraduates; and whereas it does contain some inconsistencies, it will probably be read by students. It is one of the first digestible texts on this important subject. Henderson's book, however, is something of an enigma. It is extremely detailed in its discussion

of a restricted set of topics, but does not get very far into many of the issues in reading research, and speculation is restrained. As many who are seen as the potential readership will have explored these issues in the journals, what is the purpose of his book? It is thorough without being selective, and therefore of greatest use to the new postgraduate student, for it provides a synopsis of recent research which will aid the early literature review.

The title of Henderson's book is an accurate statement of the contents, for it is not a book about reading so much as the relationships between different orthographies and word recognition procedures. The section on reading sentences, for instance, is lamentably brief, and appears as an afterthought to a discussion of the mental lexicon. There is very little on reading beyond word recognition, and nothing at all on the assimilation of meaning from text.

The first of three equally sized sections of the book deals with orthographic systems for representing language. It contains a misplaced chapter on speech perception, but is otherwise coherent, and contains the most useful reviews. The second section concerns more familiar evidence of phonological mediation in word recognition, using evidence from skilled readers, but also considering the syndrome known as acquired dyslexia. This is slightly surprising. In a recent review of a text on the psychological implications of this syndrome, Henderson concluded that inconsistencies observed between patients may indicate that "some or even all of the acquired dyslexic's reading performance may be mediated by strategies that are inventions peculiar to these patients". It seems strange then to find Henderson relying upon data of these "strategic inventions" in his own book.

The final section on "visual word recognition" is not unduly dependent upon the earlier sections, and relates to much of the content of Mitchell's book.

Given Henderson's discussions of methodological procedures and the number of comments to suggest that conclusions cannot be reached about issues which are judged to merit extensive discussion, the book gives the impression that it was written too early. Rather than attempting to provide cohesive summaries when closure is apparently unobtainable, efforts should perhaps be devoted to the collection of conclusive evidence.

Mitchell's book is readable and coherent, but contains rather too many omissions and logical errors for it to be described as a satisfactory summary of the state of the art. He too has a tendency to avoid conclusions, and also sees issues in terms of dichotomies. Theories are "pitted against each other, rather than processes identified and cognitive activities described".

Starting with a chapter on the extraction of information from print, which includes a narrow review of the literature on eye-movements during reading, we are introduced to the importance of visual memory in the integration of information across fixations. This is a well-worked argument, and uses just the right amount of empirical detail without getting tied up with the methodological involved in the "masking" procedure. The chapters on word recognition and sentence comprehension contain traditional reviews, with a comparison of Morton's logogen model and Becker's verification model being the strongest feature here.

A view is presented, by both Mitchell and Henderson, of word recognition as a process with "small" components, although Mitchell is both inconsistent in his view, and in error in his interpretation of some of the evidence. He concludes, that recognition is not automatic because skilled readers cannot respond without interference to an auditory stimulus at the same time as deciding whether or not a letter-string is a word. If word recognition had been automatic he argues, then the auditory task would not have suffered. But this neglects the possibility that it is the process of deciding about the word and executing the response which leads to interference. Recognition may be automatic without the post-recognition processes being so. Other, suspect, conclusions come from the discussion of the influence of context during sentence processing.



Haycart group, taken by H. W. Taunt in Oxfordshire in about 1900. From *Farms in England: prehistoric to present* by Peter Fowler, published next week by HMSO for the Royal Commission on Historical Monuments England, price £4.95.

(where the data from some experiments are presented in arbitrary preference to the data from others), and from the discussion of the influence of pictures during reading (where unpublished data collected by Mitchell's undergraduate students are given preference over established work in the refereed literature).

Mitchell finishes with a brave chapter on "learning to read", which attempts to place evidence from cognitive psychology into an applied setting. This is an admirable intention, and should generate a dialogue with educationists, but in this case the recommendations are rather brief and abrupt.

Reading is a cognitive skill ideally suited to investigation using the well-developed analytical tools available to the psychologist. When they are applied appropriately, we shall be in a position to provide educationists with descriptions of the mental activity of readers of differing ability, and teaching practice can only benefit. The only conclusion from these two attempts, however, is that the useful description is not yet available.

Geoffrey Underwood

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## Eternal vigilance

The Psychology of Vigilance  
by D. R. Davies and R. Parasuraman  
Academic Press, £15.80  
ISBN 0 12 206180 2

Human experimental psychology badly needs good publicists. It is unfortunate that most people have little idea what experimental psychologists do, and that the common impression is that psychological research is either trite, or silly, or so abstract in conception that it can have no application.

Davies and Parasuraman's book provides an excellent argument to the contrary from forty years research on human vigilance.

By convention "vigilance" has come to refer to the maintenance of alertness over long periods of time, and to the ability to sustain selective attention for some types of events while ignoring others. Research on vigilance was initiated by an applied problem encountered by RAF coastal command during World War II. On long flights over the Bay of Biscay and the North Atlantic radar detections of German U-boats: soldiers occurred towards the end of observers' watches. Laboratory simulations of radar detection tasks by N. H. Mackworth showed that this was not an example of prescient synchronicity by the German Navy, but rather the result of a limitation common to all human beings who have to keep watch for faint, infrequent signals under monotonous conditions - even for periods as short as 30 minutes.

The military anxieties of the Cold War, and the concomitant development of enormous radar installations led to considerable government investment in vigilance research during the 1950s - provoking the wry joke among psychologists that "the price

of grants is eternal vigilance". This military investment has now tapered off - largely because of the success of these earlier applied studies. It is interesting to trace the chronology of research in Davis and Parasuraman's comprehensive bibliography: of the many hundreds of reports published between 1953-59 they find that 72 are still substantive references. These reports were mostly based on military applications. The 215 reports cited from the period 1960-67 begin to resolve complex theoretical issues and to extend applications of work to a variety of industrial monitoring and process-control tasks, to the performance of anaesthetists during simulated surgical operations, to long-distance driving, to the television monitoring of motorways and public concourses, to aviation, to the control of nuclear power plants and to a great variety of other necessary tasks in which lapses of attention are hazardous. The authors of the papers reviewed may truly claim that the industrialized world is a safer place because of their work.

The next cycle of 192 studies cited for the period 1968-74 extend research to individual differences in vigilance, to the effects of loss of sleep, to the relation of alertness to diurnal changes in body-temperature and to changes in electroencephalogram and other electrophysiological indices. We come upon intriguing discoveries such as that people who are classified as "introverts" and "extroverts" in pencil and paper personality tests indeed have differences in basal arousal level and also have characteristic differences in diurnal body-temperature cycles. Introverts tend to warm up only in the morning and so rise early, but they also cool down earlier in the evening and tend to go to bed earlier. Extroverts are cool and sluggish early in the morning but warm up gradually and stay warm and lively later. Alertness varies with body temperature, and so with time of day, differently for the groups.

Publications cited from the period 1975-81 are fewer in number (126), a decline that seems to be due to reductions in research funding rather than to the loss of fruitful applications, or of theoretical impetus in an expanding field. The most recent papers develop models of human performance which help us to understand changes in alertness as children grow up or as adults grow old; to understand some of the attentional correlates of mental illness, of mental subnormality, of brain damage and the side-effects of drugs (for example, the "hangover" effects of barbiturates and other hypnotics). They point to useful collaborations between experimental psychologists, neurologists and physicians as well as to the fruitful continuance of more traditional collaborations with engineers.

Davies and Parasuraman's review is not calculated to win popular acknowledgement for this field. They cover the literature in a concise and unsensational way. Their book is a review for graduates planning research in this area or for experts who need a convenient reference source. It is too dense and detailed for use as an undergraduate text.

Patrick Rabbitt

Patrick Rabbitt is professor of psychology at the University of Durham.

# BOOKS

## Rules of the game

Winning the Games Scientists Play  
by Carl J. Sindermann  
Plenum Press, £10.05  
ISBN 0 306 41075 3

Scientific research is a calling, a philosophy, a creative art - and also a career. It cannot be pursued in isolation. Scientists are taught the technical skills of research, but they get no formal guidance on the behaviour that will be expected of them outside the laboratory. Dr Sindermann's objective is "to explore, with some reasonable good humour, balance, wit, skill and insight the complex subject of interpersonal relations in science." It is a worthy subject, but complex indeed.

In many respects, scientists live quite ordinary lives. Like everybody else, they have to "evaluate the roles of women and men", "cope with bureaucracy and bureaucrats", "participate in committee meetings", and generally strive to "move up, on and out" until they are "getting and using power". In the chapters on these topics there is little of interest. The author's sentiments are so trite that he seems to imagine that scientists escape all the traumas of early adulthood, never read romantic novels, nor even understand what is going on when they watch *Dallas* on television. Surely they are not such dummies as that.

They do need to learn, however, about writing and editing scientific papers, speaking about their research in public, attending, chairing and organizing scientific meetings, getting professional recognition, exercising scholarly authority, and other characteristic social roles of the scientific life. Most of this advice is sensible and shrewd enough, although, at times - as when dealing with the details of personal behaviour - absurdly sententious. It is, I suppose, just conceivable that a starchy-eyed graduate student might imagine that "world-class scientists" are "uniformly astute, urbane, perceptive, interesting professionals... politically aware... diplomatic by instinct and training... sensitive to nuances of interpersonal relationships, and... often (my italics) superb scientists". Not even Polonius would have been so unctuous, in private, about the great ones of his acquaintance.

It is quite true, as the author continually emphasizes, that the best way to succeed in science is to do "superb" research. It is still, in many respects, a career that is open to the talented, where sheer technical virtuosity is sought out and rewarded, and where the work itself can give immense personal satisfaction. But it does have its own peculiar "rules", which one ought to be aware of, even if one decides not to follow them. Some of these are merely practical precepts, such as not trying to cram too many ideas into a short lecture. Others are matters of etiquette, such as acknowledging the help of assistants and technicians in a published paper. Others, again, are deeply entrenched traditions, such as that the chairperson of a conference session is chosen for scientific eminence rather than competence at handling the business. Finally - and most difficult of all to obey in spirit - there are prescriptive norms, such as that all discovery claims should be factually honest and conceptually original in every detail.

The trouble is that these rules are mostly contrary to our own selfish instincts, and are not even consistent with one another. It is in the contradictions of social life that we most need advice. It is all very well to insist, for example, that the chairperson should be chosen on the basis of their research in this area or for experts who need a convenient reference source. It is too dense and detailed for use as an undergraduate text.

ity, diplomacy, firmness, and so on, but the practical professional problem is how much effort is worth devoting to this apparently thankless and often ineffectual task. By what criteria ought one then to decide whether a paper should be published, and is it a rule always to be gentle rather than savage in a referee's report, or simply a piece of worldly wisdom to curb one's contempt for shoddy work?

In spite of its title, with its echoes of Stephen Potter ("How to Win Games without Actually Cheating"), this book fails to convey the essential tension between personal motives and the collective good in all social interaction. The author recognizes that competition and controversy are normal in the scientific world, but does not seem to appreciate that the essence of the notion of "gamesmanship" is that there are techniques of exploiting this competitiveness for personal advantage. He is scornful of the more disreputable versions of this, which involve actual cheating, but does not arm his readers against the subtler ploys and counterploys which may be used on them, or which they may themselves be tempted to use. I would not wish to sound cynical, but my advice would be to read William Cooper's *The Struggles of Albert Woods* (1952) before putting oneself at the mercy of a PhD supervisor, or accepting any post of responsibility in the scientific profession.

The remedy for these problems must be the shared responsibility of both secondary and tertiary teachers. The key (as this and other studies show) lies in the way in which science is taught - namely greater emphasis on independent work and problem-solving both of a practical and theoretical nature; as well as knowing where to look for and retrieve relevant information. In this respect, biology is just as valuable an education as the physical sciences; because its vocabulary can be tricky, it is even more imperative that the study of biology is begun early. The fact that English students who enter Scottish universities with A level qualifications (usually including biology) fare better in the first year than their Scottish counterparts lends support to this view.

Any teacher of biology will find the information in this book thought provoking.

John Ziman

John Ziman is visiting professor in the departments of social and economic studies and humanities at Imperial College, London.

## Biology at university

From School to University: the biological sciences  
by James Burchill  
Aberdeen University Press, £3.00  
ISBN 0 08 028472 8

As this short book presents a case study of the transition problems encountered by biology students during their first year at 11 universities and colleges in Scotland, it should be of general interest to all those who teach in secondary and tertiary education and will of course be of special interest to teachers of biology.

Most surprisingly, the study confirms, quite independently, many of the findings made by T. Cole and myself for English universities (The case for sixth form biology as a requirement for university entrance, in *Journal of Biological Education*, 12, 267-274, 1978), but it has the added advantage that the author has canvassed opinions from secondary school teachers and has also assessed more extensively student performance during the first year at university. Furthermore, the book sheds light on the relationship between the "type" of biology teaching in secondary schools and the subsequent level of success in tertiary education.

The data presented by the author has been collected from four sources: secondary school teachers, lecturers at universities and colleges responsible for teaching first-year students, students entering their first year of a degree course in a biological discipline, and the same students at the end of that first year. The reliability of opinion given by the study can be gauged by the large number of teachers and students involved and the high percentage returns of questionnaires in each case.

The study points to the difficulties that most secondary school teachers face in catering for sixth-form students with wide ranging abilities, interests and motivation, particularly when higher education makes more specialist demands for those students with a vocational interest in biology. Many of the difficulties encountered by students taking courses in pure and applied biology at colleges and universities arise because biology at GCE A level or CSYS level is not an essential requirement. Indeed several manuscripts of biology and some departments of biology almost discourage

the study of biology at school by placing greater emphasis on the physical sciences and mathematics as the most suitable entry qualifications into their undergraduate courses.

The difficulty of pursuing this policy is that many able students never have an opportunity to take a real interest in biology at school and never really contemplate a biological or medical career. This attitude tends to relegate biology to a low status science subject; and this seems to be especially problematical in Scotland. Moreover, for those that do eventually come to medicine or biology from a physical science background, few first-year undergraduate courses make allowance for the lack of background in biology, but assume instead some knowledge and competence. As the author says, "the problems associated with transition are particularly troublesome in biological sciences, mainly because of the variety of qualification and previous experience of biology within a first year class."

The remedy for these problems must be the shared responsibility of both secondary and tertiary teachers. The key (as this and other studies show) lies in the way in which science is taught - namely greater emphasis on independent work and problem-solving both of a practical and theoretical nature; as well as knowing where to look for and retrieve relevant information. In this respect, biology is just as valuable an education as the physical sciences; because its vocabulary can be tricky, it is even more imperative that the study of biology is begun early. The fact that English students who enter Scottish universities with A level qualifications (usually including biology) fare better in the first year than their Scottish counterparts lends support to this view.

Any teacher of biology will find the information in this book thought provoking.

Michael Tribe

Michael Tribe is lecturer in biological sciences and education at the University of Sussex.

## Soviet innovation

Industrial Innovation in the Soviet Union  
edited by Ronald Amann and Julian Cooper  
Yale University Press, £30.00  
ISBN 0 300 02772 9

This massive study confirms the reputation of the Birmingham Centre for Russian and East European Studies as the leading centre for the study of the Soviet research and development and innovation system.

An earlier and equally impressive volume (*The Technological Level of Soviet Industry*, Yale, 1977) concentrated on the question of the "technology gap" between the USSR and the leading industrial countries of the OECD group and concluded that the gap was substantial and not diminishing. This volume takes up possible explanations of the differences between sectors of the Soviet economy, rather than inter-system comparisons with leading capitalist countries. But in fact, although it is not their main intention, they do make many interesting comparisons with industry outside the Soviet Union and these might have benefited from a more systematic treatment.

The first chapter (by Amann) and the last two chapters (by Hanson and Cooper) discuss general issues affecting the performance of the Soviet innovation system, while the other seven chapters discuss individual sectors or technologies - machine tools (Berry), group technology (Grayson), chemicals (Amann), management automation (Cave), process control instrumentation (Siemasko), defence (Holloway), intercontinental ballistic missiles and tanks (Holloway).

Although each chapter is of considerable interest, and all are important for understanding the overall performance of the Soviet system, the three more general chapters are probably the most helpful for the non-specialist, especially the introductory chapter in which Amann draws together the main conclusions from the rest of the book. In the two final chapters Hanson discusses the experience of the Soviet Union as an importer of foreign technology and Cooper discusses the various attempts to reform the innovation system and their prospects of success. These more general chapters are very much needed, as the wealth of detail in some of the sector chapters sometimes makes it difficult to see the wood for the trees and the great variations between sectors make it quite difficult for the reader (and apparently sometimes for the editors too) to assess the overall performance of the system.

One of the difficulties for outside observers attempting to understand developments in a culture and social system of which they are not a part is that it is doubly difficult to rate the significance of a particular book or article in a journal, or report in a newspaper. Yet the written record is the main source of information. These difficulties must be the explanation for the use of 473 footnotes in the chapter on the chemical industry, and almost as many in several other chapters. The authors are scrupulously concerned to document the sources of every single statement in a way which would be unnecessary in a more familiar climate. In the process they defend this conscientious but occasionally ponderous approach explicitly. Sometimes, however, they might risk rather more synthesis, analysis and summary treatment (and fewer footnotes) without loss of scholarship.

This is not to disparage the value of the individual sector studies. Each one has interesting observations and comments and covers ground which is almost unknown territory for most western economists and technologists. Repeatedly, throughout the book the separation of most R & D activities from enterprise and factories is emphasized as a negative feature of the Soviet innovation system, the adverse effects of which are overcome only within the defence sector. The relative success of the defence sector is explicable, on the one hand, by the tremendous concentration of technical effort on defence and space - estimated by Holloway at 50 per cent of the total R & D effort (rather than the 75-80 per cent often quoted in intelligence estimates) - and on the other hand, by the requirement of the centralized Soviet system for strong political initiative from the top to ensure successful innovative effort. This political "clout" is far more important than formal management systems or project evaluation techniques which have proliferated there, as in the West. The chapter on instrumentation states flatly that "the whole procedure is not really treated seriously in the Soviet Union, but is looked upon rather as ritual which must be followed in order to have a given project authorized." Another author reports that project designers are able to manipulate calculations of economic effectiveness to conform with any required value, without infringing the official method.

The Soviet leadership has shown itself increasingly aware of these and other major shortcomings of their innovation system, but, as in this country, constant efforts at reform throughout the postwar period have concentrated on relatively minor administrative and bureaucratic reorganization, rather than a more drastic attempt to remedy the weaknesses. Through their conscientious, patient work the Birmingham team has made available a wealth of detailed knowledge, which would otherwise have remained inaccessible to most, if not all of us in the West. I suspect that it will also be of considerable interest and value to Soviet analysts.

There are many things to commend in this book: the line diagrams and photographs have been produced with great care, and the reference list is impressive, with 30 pages containing about 1,000 items. Quite apart from its value as an introductory text in many undergraduate Earth sciences and geology courses (in planetary science this book would form a good jumping-off point for many postgraduates), my few criticisms would include the occasional rather abrupt style of the text (perhaps inevitable when covering so much material) and the notable omissions from the chapter on solar system formation of some important contributions from UK scientists.

Christopher Freeman is Deputy Director of the Science Policy Research Unit at the University of Sussex.

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A second edition of D. H. Kornhauser's *Japan: geographical background to urban industrial development* has been published in Longman's *The World's Landscapes* series at £5.95.

## Lull in planetary missions

Introduction to Planetary Geology  
by Billy P. Glass  
Cambridge University Press, £18.00  
ISBN 0 521 23579 0

While reviewing the *Cambridge Atlas of the Planets* in these pages (see *The Times*, 24 December, 1982), I commented on the need to utilize the present lull in deep-space planetary missions as a time to reflect on what has been learned about the solar system during the past 15 years and to synthesize and publicize this information in a culture and social system of which they are not a part is that it is doubly difficult to rate the significance of a particular book or article in a journal, or report in a newspaper. Yet the written record is the main source of information. These difficulties must be the explanation for the use of 473 footnotes in the chapter on the chemical industry, and almost as many in several other chapters. The authors are scrupulously concerned to document the sources of every single statement in a way which would be unnecessary in a more familiar climate. In the process they defend this conscientious but occasionally ponderous approach explicitly. Sometimes, however, they might risk rather more synthesis, analysis and summary treatment (and fewer footnotes) without loss of scholarship.

Following a general introduction to the nature of the planets, the second chapter summarizes the many basic techniques that have been applied to the study of planets. These include Earth-based remote sensing spectroscopy, infrared, visual and ultraviolet measurements from fly-by and orbiting space probes; a wide range of *in situ* optical, chemical and geophysical measurements from spacecraft soft-landing on the Moon, Mars and Venus; and, of course, the analyses of the lunar samples returned from the Apollo missions.

Of particular interest is the third chapter, for here Glass attempts to present a summary of our understanding of the structure and evolution of the Earth, and the nature of the physical processes which take place on and within it; at the same level of complexity, and from the same external viewpoint, as those which apply to current studies of the other planets. This synopsis serves as a basis for the interplanetary comparisons which follow.

Most of the rest of the book follows the pattern one would expect. Separate sections deal with each of the inner planets and the Moon; with meteorites and extraterrestrial dust; impact craters; tectonics; and asteroids and comets. The references given in these chapters span the period up to about 1979, which is quite adequate for most purposes. More up-to-date is the coverage in chapter 11, dealing with the outer gas-giant planets and their satellites, which includes most of the recent information from the Voyager missions. The penultimate chapter deals specifically with the results of planetary comparisons, showing the extent to which our understanding of the evolution of planets can be improved by considering them together as a group rather than as individuals, and the final chapter summarizes theories relating to the origin of the solar system.

There are many things to commend in this book: the line diagrams and photographs have been produced with great care, and the reference list is impressive, with 30 pages containing about 1,000 items. Quite apart from its value as an introductory text in many undergraduate Earth sciences and geology courses (in planetary science this book would form a good jumping-off point for many postgraduates), my few criticisms would include the occasional rather abrupt style of the text (perhaps inevitable when covering so much material) and the notable omissions from the chapter on solar system formation of some important contributions from UK scientists.

Lionel Wilson

Lionel Wilson is head of the planetary sciences section of the department of environmental sciences at the University of Lancaster.



# NOTICE BOARD

Noticeboard is compiled by  
Patricia Santelli  
and Milla Goldie

## Honorary degrees

**Glasgow**  
On Commemoration Day, June 15 1983, the University will confer honorary degrees on the following:  
Dr. The Rev James Martin, Minister of the Church of Scotland in the parish of High Carline, Glasgow.  
The Most Rev Thomas J. Winning, Roman Catholic Archbishop of Glasgow.  
LL.D. Andrew Douglas Alexander Thomas Bruce, The Earl of Eglis.  
Hannah Macdonald, one, mountaineer.  
Matthew Neil, secretary and chief executive of the Glasgow Chamber of Commerce.

LL.D. Robert Andrew Carson, keeper of the Cohn Room, British Museum.  
James Rafter, former vice president of The New York Times.  
Dr. Douglas H. Clark, former consultant surgeon in the Western Infirmary, Glasgow and president of the Royal College of Physicians and Surgeons in Glasgow.  
Professor Jerzy Deryn, rector of the Olszak Technical University, Poland.  
Ian Donald, CBE, former regius professor of midwifery in the University of Glasgow.  
George John Romanes, professor of anatomy and dean of the faculty of medicine in the University of Edinburgh.  
Jean-Pierre Serre, mathematician and professor in the College de France.

LL.D. Robert Andrew Carson, keeper of the Cohn Room, British Museum.  
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## Forthcoming Events

Professor Brian Windley, recently appointed to the chair of geology at Leicester University, will give an inaugural lecture entitled "Building the Roof of the World" on Tuesday January 25 at 5.15pm. The lecture, which will be given in lecture theatre 1 of the University's Bennett Building, will examine the geological evolution of the world's greatest mountain chain, the Himalayas, and of the great Tibetan plateau.

The Wolfson College (Oxford) Lectures for 1983 will be on the general topic, "The Development of the English Landscape". The first lecture, by David K. C. Jones of the LSE's department of geography on "Shaping the landscape: the geo-morphological background", will be given on Tuesday January 25 at 7.30pm. The second of eight lectures will be given a week later by Professor B. W. Cunliffe of the University of Oxford's Institute of Archaeology who will be looking at "Aspects of man and landscape in Britain: 4000 BC to AD 400". Further details are available from the bursar of Wolfson College, OX2 6UD.

John F. Harris, curator of the British Architectural Library Drawings Collection will deliver a series of five lectures on neo-Palladian architecture in England. The series, which is to be held on Thursdays at 5pm in the lecture hall of the British Museum, commences on January 20 with a lecture entitled "Precedents: origins and the triumph of Vitruvian Britannia".

## Grants

### Queen's University, Belfast

Mechanical and industrial engineering: £93,350 from the SERC for research on the design and development of a "miniature" two-stroke cycle engine. Professor G. P. Blair and Dr I. S. Donaldson. £36,474 from the SERC for research on brittle fracture of tools due to steadily chip formation, under the direction of Dr R. K. Hinds. £19,850 from the SERC for research on brittle fracture of tools due to steadily chip formation, under the direction of Dr R. K. Hinds. £19,850 from the SERC for research on brittle fracture of tools due to steadily chip formation, under the direction of Dr R. K. Hinds.

Geography: £12,000 from the Natural Environment Research Council for research on field investigation of rock freezing in 850m in central highland Scotland, under the direction of Dr W. B. Whalley.

### Bristol

Metals: £20,270 from the SERC towards an investigation entitled "Strength and Stiffness Parameters in Reinforced Concrete Beams for a Single Moment". £20,270 from the SERC towards an investigation entitled "Strength and Stiffness Parameters in Reinforced Concrete Beams for a Single Moment". £20,270 from the SERC towards an investigation entitled "Strength and Stiffness Parameters in Reinforced Concrete Beams for a Single Moment".

From the Joseph Rowntree Memorial Trust towards an investigation of information and training in neighbourhood care. £14,420 from the Medical Research Council for an extension of an existing grant. Professor O. R. B. Born, research professor, Institute of Sound and Vibration Research, University of Southampton, co-ordinator. £14,420 from the Medical Research Council for an extension of an existing grant. Professor O. R. B. Born, research professor, Institute of Sound and Vibration Research, University of Southampton, co-ordinator.

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## Middlesex Polytechnic MA in Industrial and Social History

### Three years part-time, starting September

A course developing new approaches and graduate research skills in social and industrial aspects of industrial development since the 18th century. Two optional courses are chosen as a basis for the third year dissertation, including:

- The State in South Africa
- Urban Social History
- Family, Labour Market and the State
- State and Society, 1814-18
- Law and Economic Change in Britain
- France, 1789-1830

Attendance for formal teaching is roughly one evening a week for the first two years. Applicants should normally hold an honours first degree with an historical component, although special cases and other graduates with relevant backgrounds are also welcome to apply.

Further information: Admissions Office, (Ref: 0700C), Middlesex Polytechnic, 114 Chiswick Road, London W4 3PL. 01-860 0989.

## Open University programmes Jan 22 to Jan 28

### Saturday January 22

10.30-11.30: Politics and Technology, All Change (P13) mod 1.  
11.30-12.30: The First Part of the U.S. Civil War (P14) mod 1.

12.30-1.30: The First Part of the U.S. Civil War (P14) mod 1.  
1.30-2.30: The First Part of the U.S. Civil War (P14) mod 1.

2.30-3.30: The First Part of the U.S. Civil War (P14) mod 1.  
3.30-4.30: The First Part of the U.S. Civil War (P14) mod 1.

4.30-5.30: The First Part of the U.S. Civil War (P14) mod 1.  
5.30-6.30: The First Part of the U.S. Civil War (P14) mod 1.

6.30-7.30: The First Part of the U.S. Civil War (P14) mod 1.  
7.30-8.30: The First Part of the U.S. Civil War (P14) mod 1.

8.30-9.30: The First Part of the U.S. Civil War (P14) mod 1.  
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## Open University programmes Jan 22 to Jan 28

### Thursday January 27

10.30-11.30: Politics and Technology, All Change (P13) mod 1.  
11.30-12.30: The First Part of the U.S. Civil War (P14) mod 1.

12.30-1.30: The First Part of the U.S. Civil War (P14) mod 1.  
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## Open University programmes Jan 22 to Jan 28

### Friday January 28

10.30-11.30: Politics and Technology, All Change (P13) mod 1.  
11.30-12.30: The First Part of the U.S. Civil War (P14) mod 1.

12.30-1.30: The First Part of the U.S. Civil War (P14) mod 1.  
1.30-2.30: The First Part of the U.S. Civil War (P14) mod 1.

2.30-3.30: The First Part of the U.S. Civil War (P14) mod 1.  
3.30-4.30: The First Part of the U.S. Civil War (P14) mod 1.

4.30-5.30: The First Part of the U.S. Civil War (P14) mod 1.  
5.30-6.30: The First Part of the U.S. Civil War (P14) mod 1.

6.30-7.30: The First Part of the U.S. Civil War (P14) mod 1.  
7.30-8.30: The First Part of the U.S. Civil War (P14) mod 1.

8.30-9.30: The First Part of the U.S. Civil War (P14) mod 1.  
9.30-10.30: The First Part of the U.S. Civil War (P14) mod 1.

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11.30-12.30: The First Part of the U.S. Civil War (P14) mod 1.

## Open University programmes Jan 22 to Jan 28

### Saturday January 22

10.30-11.30: Politics and Technology, All Change (P13) mod 1.  
11.30-12.30: The First Part of the U.S. Civil War (P14) mod 1.

12.30-1.30: The First Part of the U.S. Civil War (P14) mod 1.  
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## TECHNICIAN AND BUSINESS EDUCATION



## John Sellars describes the role of the new Business and Technician Education Council

Education and training have a new acronym - the BTEC. The Business and Technician Education Council - a marriage of the Business Education Council and the Technician Education Council - came officially into being at the beginning of this month, though not yet in a fully-fledged form.

The timetable followed by the Secretary of State for Education on the unanimous advice of the BEC and the TEC has three stages. On January 1, a Business and Technician Education Council was established with 13 members initially, six from the BEC, six from the TEC and the chief executive of the BTEC.

From January 1 to September 30, the BEC and the TEC will continue to operate, each responsible for their own work, jointly serving the embryonic BTEC, and assisting preparations towards an integrated operation from October 1.

From October 1, the BTEC will be brought up to full strength (30 members), and the BEC and the TEC will cease to exist as separate bodies.

The chairman of the BTEC is Neale Raine (chairman of the TEC) and John Sheffield (chairman of the BEC) is vice chairman. John Sellars is the chief executive and David Mitchell is the director of education.

Most other staff will remain employees of the BEC and the TEC until the final hand-over in the autumn, when they will transfer to the new body.

The BTEC starts with a strong base of courses and units of study inherited from the BEC and the TEC, to which over 500 colleges and polytechnics recruit more than 150,000 new students each year. These industrial and business-relevant courses are designed to meet the needs of a wide range of people. The range includes some school-leavers with little or no previous examination success, many with CSE/GCE O level and/or A level passes, and adults who require an open access, open learning provision to acquire new or updated knowledge and skills to adapt to the changing requirements of industry and commerce.

Technician and business education, for so many years the core activity of further education, has been put in the shade first by the massive expansion of degree and other advanced courses in the polytechnics and then by the dynamic development of the Manpower Services Commission with its emphasis on basic skills and remedial training. But at the beginning of this year the Business and Technician Education Councils were amalgamated to form a united and powerful body that will provide a stronger institutional focus for this vital middle ground of post-school education and maybe help it to reclaim its place in the sun. This six-page special report will cover some of the most important contemporary issues in technician and business education.

## Making a marriage of like minds

committed the council to early publication of its broad aims and programme for action. It is inadvisable to anticipate decisions to be made by a new council but it is possible to predict some of the issues likely to be at the top of the list.

The first and most fundamental issue is how best to take forward the BEC and TEC commitment to occupational relevance. Whatever the form or content of courses, and whatever the training/learning methods, the overriding objective must be that students acquire the educational foundation necessary for later competence and success at work. The BEC and the TEC have done much to strengthen the emphasis in courses of the industrial and commercial relevance. This does not mean that the BTEC must neglect the needs of those wanting to use its courses for entry to degree qualifications but that the BTEC's top priority must be to meet the requirements of those preparing for a variety of careers in industry and commerce.

In this context, the BTEC will be concerned with three aspects of vocational education: providing, through courses for younger people, a foundation on which they can build during their working life, providing sensible, though simple and flexible, courses and units of study for continuing education and training support throughout people's working lives; and providing light but robust quality-control mechanisms to ensure that programmes of study leading to the BTEC qualifications achieve the intended results.

However high the expectation, the BTEC alone cannot and will not provide the answers. The council's contribution, as with the BEC and the TEC, will be to stimulate awareness of the needs and to facilitate the partnership between education, business and industry, essential for success. The foundation has been laid by the BEC and the TEC but there is more to be done before this country can be satisfied that the education system is fully meeting the needs of business and industry.

There is also a need for the BTEC to take account of the very different conditions of 1983 from those which shaped the "Hesgrave" thinking with the BEC and the TEC were established. The 1980s present challenges and opportunities significantly different from those of the 1960s. High unemployment, career uncertainty and erosion of the 1960s national hierarchy of craftsmen, technicians and technologists underline the need for much greater occupational flexibility than has been traditional in Britain. Additionally, the pervasive impact of microtechnology and the increasing awareness of the importance of financial and marketing considerations in all industrial and commercial activities are raising the need for reappraisal of the content and emphasis in occupational education at all levels.

The world the BTEC faces is complicated by a range of Government initiatives mostly developed in isolation from each other and with insufficient attention to overall national educational policy. These initiatives stem from three major concerns: to improve the preparation of all young people for working life; to provide unemployed young people with a more constructive alternative to de-

velop better opportunities for adults to retrain for new occupations and to adjust to technological developments. Whether it is the Manpower Services Commission's new technical and vocational education initiative, the youth training scheme, the Open Tech, or the Department of Education and Science's 17+ or PICKUP, the BTEC wishes to have a major involvement and has much to contribute in partnership with further education, the MSC, business and industry. The challenge is to ensure that, in response to initiatives which are couched in a context where the achievement of Governmental deadlines is paramount, the education service provides a positive and timely launch of units or courses of relevance and quality to meet the identified needs. The speed of response has to be high, but it is the quality of the product rather than short-term expediency which will ensure its value to the student. The BTEC has a major role to play here.

The BTEC comes into being at a time of extreme financial pressure on the education system. It will be keen to ensure that economies in national provision are not made by reducing further the support for units and courses which meet industrial and commercial needs. Many social and financial pressures, including "ward academic drift" could lead to a significant reduction in the available resources to help those who this country needs most.

The BTEC will have to formulate and publish its views on these matters quickly so that the Government and the National Advisory Body are aware of the serious consequences for non-advanced and higher education of any further erosion of resource support in terms of staffing, equipment and commitment to vocational education for both young people and adults.

In the interests of potential students, the effective use of college resources and a reduction of proliferation of course provision, the BTEC has already presented to the Government a joint proposal with the City and Guilds of London Institute about the way to develop pre-vocational education. Through the post-experience and continuing education initiatives of the BEC and the TEC, the BTEC is already working closely with PICKUP and the Open Tech Unit in order to ensure that the partnership with the DES and the MSC is forged early.

Similarly, discussions at officer level have taken place with the Council for National Academic Awards. It is important that the new council establishes harmonious relations with Government departments and other examining and validating bodies in order to ensure that the providers of education are not faced with incompatible and confusing requirements.

This year and next will provide a full and interesting programme of work for the new BTEC. This can only be tackled successfully if the BTEC increases and makes more effective the participation of employers, trades unions and college staff in its operations.

The author is chief officer of the Business and Technician Education Council.

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## TECHNICIAN AND BUSINESS EDUCATION

### Commerce meets the challenge ahead

Jim Deboo looks at training from the employer's point of view



point of their consumers. To this end, the joint CBI/colleges panel, held two conferences - one on TEC and the other on BEC - in February 1981 and February 1982 respectively, in association with the Further Education Staff College at Coombe Lodge.

Discussions in the months following the TEC conference resulted in over 30 recommendations to the TEC review of policy. All of these recommendations were aimed at helping TEC to adapt effectively to the increasing economic and industrial/commercial challenges of the 1980s. Among the most important were that TEC should:

- conduct an objective and systematic investigation of the acceptability of its current minimum entry standards amongst employers and their associations, and it should be prepared to adopt a flexible policy since the acceptability of these standards is likely, in our experience, to vary from industry to industry.

- expedite moves towards the provision of common units in and as between courses in different sectors, especially at certificate level, to which more job-specific units can be added to satisfy demands for new knowledge and skills, particularly in response to technological change.

- expedite its efforts to incorporate design education as optional units of its certificates and diplomas in engineering, because design is a basic function of engineering. At the same time, new and separate awards, specifically in design, should continue to be developed on an experimental basis.

- pursue an active policy of seeking moderators for the whole of its courses direct from employers and their associations in terms of explicit criteria and objectives which should be common to all programmes;
- place greater emphasis on part-time routes to its higher awards;
- actively pursue further experimentation and dissemination of information about the process and incorporation of appropriate TEC units in schools both pre-16 and post-16, particularly through link courses with further education.

- the balance required by employers and students between vocational relevance and opportunities for progression to higher education and professional qualifications should be clarified;
- regional and local links between employers and colleges should be enhanced. To this end, CBI is arranging for a conference from a key business sector to work with BEC.

Underlying all these recommendations to which CBI remains fully committed was the need to produce inputs into TEC's and BEC's activities from leading employers and their associations. Both conferences also made clear that there should be cross-fertilization of TEC and BEC courses by, for example, introduction of relevant BEC units in commercial and financial studies in appropriate TEC courses and TEC's involvement in the design of modules to develop technological awareness among BEC students.

Such overall interests culminated in the CBI's response to the proposed TEC/BEC merger. Essentially, CBI sees the merger, as do TEC and BEC, as an opportunity for everyone involved to meet the continuing need to involve more leading employers and their associations in the development of technician and business education and, thus, to maximize the benefits of relevant, up-to-date, high-quality and cost-effective technician and business education for the students concerned, industry and commerce and the nation.

CBI is confident that this opportunity will be seized in the interests of both long-established and emerging sectors of industry and commerce. The achievement of the other objectives of the proposed merger, such as sounder financial viability both for TEC and BEC and closer educational co-operation between them, will depend upon this.

To date, CBI has helped to initiate and is committed to the follow-up of two important developments.

One of these developments is the MSC's Open Tech which CBI helped to initiate as a partner in the MSC and is helping to progress through the national group which has now been set up to develop open learning schemes in areas of high priority for employers in general, such as familiarization of new technologies; applied economics; and areas such as computer operations and instrumentation engineering, where major skill shortages exist.

The other development is the related PICKUP initiative by the DES which is being steered nationally by the Further Education Unit's board of management on which I represent the CBI.

CBI is keenly interested in this initiative for two reasons. First, because of its intrinsic aim to stimulate leading employers and educationalists to work more productively together at regional and local levels specifically in the post-experience field. Second, because of the positive implications that the initiative could carry for the future activities of the DES in helping employers and the education service to work more closely together in the areas of key significance to the national economy, including technician and business education.

On a broader front, CBI is not present acting as a partner in the MSC in developing cost-effective and relevant initiatives aimed at widening training and re-training opportunities for adults. Central to such initiatives will be measures to complement moves by the key sectoral employer and training bodies, supported by further education, towards reforms in skill training, including apprenticeships, based on standards of training achievement and flexible ages of entry instead of time served.

CBI members look forward to working most effectively with schools and colleges, as well as further education and the MSC/DES, in developing and implementing this initiative by the Government. CBI has already strongly supported this initiative both publicly and at the MSC. Essentially, CBI supports the initiative because it opens up the prospects of a schools/further education/business axis on 14-18 education and training. At the very least, it should increase the opportunities which more able and well-motivated girl and boy school-leavers should have in the remainder of the 1980s and beyond to enter the key sector of technician and business education and training - in the national and their own interest.

The author is group training manager, Baker Perkins Holdings chairman of the joint CBI/colleges panel, a senior member of the CBI's education and training committee and its joint CBI/schools panel.

## TECHNICIAN AND BUSINESS EDUCATION

### Bringing the house down

David Moore relates how his college got in on the act



The theme "TEC and BEC at a local college" sounds something like a double act from the music halls. There are times over the last few years my colleagues and I have been driven to both laughter and tears by the effect of introducing Technician Education Council and Business Education Council courses. However, in spite of the somewhat hysterical laughter and the occasional crocodile tears, there can be little doubt that the introduction of these new courses has had a major impact on the college and I suppose in a number of different categories.

The most important and obvious impact was on the teaching staff; the difficulties in the first place appear to outweigh any advantages. In particular there was the sheer pressure on staff time and, although our local education authority allowed a small amount of remission from teaching duties so that staff could plan the new courses and liaise with other colleges, the fact remains that by a very rough estimate, the workload in the two relevant departments must have been increased by 20 per cent.

Much of the 20 per cent extra work was, by definition, frustrating, not the least because so many activities were involved. It can be bad enough to spend two or three valuable hours in a meeting but it is even worse if you have to cover anything up to 150 miles to attend.

One of the other problems was, of course, that staff were not accustomed to the basic concept behind the TEC and the BEC, and were certainly not used to designing their own courses, discussing these with colleagues, establishing methods of evaluation and so on. For most teachers at the time, in colleges like ours, I suspect that this was quite a new experience and at times quite unnerving. In a way these developments really called the bluff of many teachers who for years had been complaining they should have more influence over their work; certainly they got that and in some cases rather more than they wanted.

All this sounds rather negative in terms of the teaching staff but, in fact, it turned out, in my opinion, to be one of the best staff development exercises anyone could have thought up: it became necessary to rethink course content, teaching methods, evaluation, both for the teacher and the students.

It also became necessary to articulate one's thoughts in a manner which would stand scrutiny from professional colleagues inside and outside one's own college. In many ways it is difficult to decide which is the worst challenge: to explain yourself to an outsider or to convince yourself you have been working with for perhaps 10 or 20 years.

As an additional bonus the new courses also made teacher training seem so much more relevant and, in some cases, much more urgent. It was certainly a decided advantage, as far as we were concerned, to have a very high proportion of staff who were not only qualified in their subject, but also teacher trained and often with additional educational qualifications. At the very least it meant that some of the jargon - like the BEC developed their own very quickly - was almost expected and those who had undertaken teacher training were able to come to terms with it rather more quickly than many others.

One particular concept which should be emphasized is the way in which the TEC and the BEC have not only forced the teacher to acquire the new skills - I have been talking about, but also have added both to their autonomy and to their responsibility. In this way the dignity of the profession itself has been enhanced and that can't be a bad thing. The impact on staff has been

primary objective was to enhance the educational experience of the students. The TEC and the BEC have certainly widened the learning opportunities to the students in terms of subject choice. But, perhaps more importantly, the new methods both of teaching and examination have very definitely pointed to advantage for those groups of young people, not all of whom were successful in the traditional school examination system.

I am sure that other colleges can produce examples of students starting off on a BEC general course, without any O levels or CSEs, and ending up either taking the Higher Diploma or indeed, moving on to a traditional degree. This is not to suggest that the standards of the BEC and the TEC are any less rigorous or authentic than any other examination bodies, but merely that trouble has been taken to find ways in which some groups of young people can learn and develop more effectively. Of course the BEC and the TEC have the advantage of offering courses in subjects which, we hope, are always relevant but certainly appear so to the student, thus increasing motivation.

Talking about relevancy, there have been many discussions about whether the new TEC and BEC courses are more or less relevant than their predecessors. While it is difficult to make a firm judgment, backed up by incontrovertible evidence, there is a strong feeling that the courses have moved much more closely to what young people will need, not only in their immediate employment but in the future, as they progress through the career system.

We have also thought that, while continuous assessment and project work can produce many administrative difficulties for the college staff, particularly when students are taking results or are absent for other reasons, there is no doubt that they tend to work much more steadily and therefore, I believe, much more effectively throughout the year. This is a great improvement on the old mad dash a couple of weeks before the exams, in order to scrape a pass.

I am not sure that the students actually enjoy the new system or, perhaps it would be better to say, appreciate it while they are going through it. But the kind of habits we hope to give them should stand them in good stead when they have to impose their own disciplines later in life.

One of the problems the students have had, of course, which also applies to the college, is the question of explaining the new qualifications to employers. It has not been too difficult with major companies whose training staff are very much involved in the TEC and the BEC, but local employers, particularly in small companies, have found it difficult to understand the need for a change and, in some cases, what the change was about.

effective compared to the more traditional qualifications they, and the local employers, had themselves earned in the past. There is also the fact that while a major national company can take a generous view of training for the national good, the average local firm does not always feel that it has got a part to play in training young people for the future at what appears to be its expense, as opposed to the company's. There is no doubt that the prospect of paying for something out of your own back pocket as opposed to a multi-national company's, does tend to concentrate the mind wonderfully on the effectiveness of one's expenditure.

As I have suggested at the beginning, the TEC and the BEC, apart from their influence on individual staff, students and employers, have also affected the management of colleges and, I suspect, local education authorities. As far as the college is concerned, we have had to take into account the additional pressures on teaching staff and, equally important, the additional pressures on ancillary staff and on the budget.

Apart from the cost of people's time and travelling, there has also been the production of incredible quantities of paper. This reminds me that my head of staff development recently said that, according to our personnel statistics the average member of staff was two thirds male, one third female, a non-smoker but a drinker, had a lower second, one fifth of a higher degree and used 3,000 sheets of duplicating paper per year on a machine which, according to the member of staff involved, never worked anyway!

It is interesting that local authorities should give remission for teaching staff in terms of course development but, perhaps not surprisingly, that they didn't appear to consider the impact on the budget or on clerks, typists, audio visual aids people, etc. It was obviously a benefit that so much work and rethinking had to be done, but the consequences were very often quite a severe strain on resources; which sometimes led to the need to change priorities in the college itself. All of which means that not only are the teachers given more responsibility and autonomy, but so are the colleges, with consequent implications for the need to be even more administratively sound than in the past.

Looking back, after all the early doubts and after much of the hard work has been done, we are bound to say that on balance the BEC and the TEC have had not only a significant but also a positive and beneficial influence on the further education service.

I am, however, glad to learn that there is to be an amalgamation of the two bodies as this will reduce, however marginally, the number of external agencies colleges are now having to negotiate with. Perhaps when this happens the final body will be powerful enough to make sure that both teachers and colleges have more money and time to implement the objectives and to continue the development of the courses.

The author is principal of Nelson and Colne College.

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Historical, cultural and structural differences make it difficult to relate detailed aspects of one education or training system to the detail of another when making transnational comparisons. It is reasonable to look at systems as a whole. Clearly, the United Kingdom and western European countries have a great deal in common. They are all western technological democracies and the ones compared here are all in the European Community. We have helped to run two workshops of the European Forum for Educational Administration which has 11 member countries. In them we examined common issues of leadership and training and the management of decentralized systems to come up with common training problems and common resource problems. However, the level of agreement disappears at the point when specific issues of curriculum and structure occur. For example, France, Germany and the United Kingdom, at roughly the same time

## Continental comparisons

David Parkes and Russ Russell show that the British system is less coordinated than elsewhere in Europe

In the mid 1960s, created vocational, socially responsive, non-university higher education establishments. These institutions, the polytechnics, Fachhochschule, and the Instituts Universitaires technologiques, have enough in common to allow cooperation and the development of joint courses but they have different functions within different structures. Comparative analysis is useful, however, as the similarities and dissimilarities point up issues in one's own country; one can examine common trends in a broader context and perhaps even identify them earlier than they might appear in a single country; we are, after all, part of the European Community attempting to

develop common educational and training structures. Educational structures are also evolved within the history and culture of each country. They are part of complex interactions which are only too easy to stereotype: the Germans orderly and regulated; the French centralist and Napoleonic; the English diffuse and incoherent. In this article we would like to examine structure and coordination and avoid the trap of cultural identity. We would like to advance the view that for education and training and in particular, technician and business education, then the relationships among the parts of the system are more important than curriculum content and pedagogic method. In particular the British need to reflect on how the roles of central government, central agencies, regional and local government, industry and unions and the education system, are coordinated in France, Germany and Italy. We think that in these three countries content and method may appear conservative and old fashioned. Educational institutions in these three countries may appear to reflect outdated English models. Educational institutions elsewhere in Europe may appear to be rigid and controlled and are usually monotechnic. Innovation may appear to be lacking, flexibility difficult to discover and our sophisticated modes of assessment incomprehensible but however badly the French and Germans do things at the chalk face or on the workshop floor, the outcome appears to make a greater contribution to the health or at least economic health of their societies.

Let us start with a brief description of the German system. The Further Education Staff College, funded by the Department of Education and Science and supported by British Council and Central Bureau, has undertaken a series of studies of the German training system. Its secondary school system appears, from a UK perspective, to be conservative, almost split among our 1944 categories of secondary modern, technical and grammar school, a system which reflects a lower level of social mobility than in the UK (as does the French). What seems significant about the German system is that 85 per cent of those who leave German schools at the minimum school-leaving age gain apprenticeships within a dual system. This requires compulsory day release until the age of 18 in the 11 Lander and work experience from curricula laid down from central government. At the technician and post-apprentice business levels the usual route forward is from those who have finished craft apprenticeships and spent two years in industry. It is only then that they go on to technician level training.

ing; either a two-year full-time or a four year part-time route.

There is an important alternative which is the Meister level or master craftsman. Here, after apprenticeship training and examinations, plus further training and examinations, one emerges as a master craftsman only then capable of operating at a supervisor or specialist level, as a supervisor, or as a trainer in schools or in industry, or as an employer or entrepreneur. In Germany the master craftsman level is very much the hub of the training and industrial systems. It is traditional, (one can trace it back to the medieval guild system), it is effective both in terms of operation and in terms of social status, and it is much

among the various competing and conflicting interests in the system. The English do not have such coordination. They have semi-autonomous institutions with shallow freedoms over curricula, method and resources. They have many different local authorities warring with central government. They have a wide variety of examining and validating bodies established by central government but without legal authority. Germany is an example of a decentralized federal country creating an effective training programme which appears, at least at a distance, to be more successful than ours.

The French have a philosophy which is apparently centralist, and clearly Cartesian. It has a legislative structure which creates the necessity for the state rather than industry or the private sector to control education and training. The apprenticeship structure may begin in the formal school system with alternation between work and school. Apprenticeship itself, with industrial experience, is based either in private or state training centres and these are controlled regionally from centrally prescribed regulations and standards; monitoring and examining is done through chambers of commerce. Technician level, either intermediate or higher, is undertaken through technical grammar schools or sub-university institutions. As in the UK technician education and training has parallel alternative routes to craft.

Visitors are inclined to make the point that the system is rigid, the hierarchy is tight, the system is inflexible and that innovation in content and method is not at a premium. Nevertheless the training structure appears to make a more substantial contribution to French industry than does the British. Where the German thrust is in the dual system and through apprenticeship and extra training for some, perhaps the French thrust is through continuing training; the necessity is for all firms to update all their workers regularly - a requirement backed up by legislation and taxation. As with the German system, pedagogy, content and assessment do not impress UK visiting experts. But the relationship among the various parts of the system is coherent and compatible. The outcome seems to make for better economic performance.

Comparison between the UK and Italy is more telling since Italy has a nonworking version of the Napoleonic system. The school leaving age is 14 and the Italians have a dual structure of craft schools and technician schools (monotechnic) where a two-year plus three-year combination of cycles gives full-time technical and business training to a larger percentage of 16 to 19-year olds than is the case in the UK. When in Italy, we visited separately, business, graphics, engineering and computing institutions turning out technician level students at roughly BBC National and TEC Certificate levels. However, in Italy as in the UK, the relationship among the parts is relatively uncoordinated. Central government lays down the curricula for the technical institutes and these appear very little relationship of a direct kind with industry and commerce. Regions control craft level institutes or may fund private institutions fulfilling the same task. Politically, relationships may be tenuous.

The Italian system seems to have the same faults as the English system: little coordination and direction and lack of commitment to common aims and objectives and structures used in training.

What we have tried to do is indicate that whereas there may be little argument that the processes of developing and implementing curricula and assessing students are probably more sophisticated and flexible in say TEC and BBC than in more rigid and less flexible environments in Europe - it is more critical that they do not exist in a structure and culture which is amenable to coordination and direction. These latter characteristics seem of greater significance to successful outcomes, that is training structures which support industrial and business needs.

The authors are staff members of the Further Education Staff College, Combe Lodge.



## Equipping the young for the real world

David Young outlines the Manpower Services Commission's latest training initiatives



One of Britain's strengths has always been the quality of its scientific research, engineering ingenuity and inventiveness: we are truly a creative and adaptable people. Where we have not been so successful is in harnessing all this to the world of work; to production and productivity; and to economic growth and competitiveness.

We were in at the very start of the industrial revolution and in the nineteenth century we readily accepted the new technologies and were indeed the workshop of the world. At that time the two largest sources of employment were agriculture and domestic service. Today they provide about 3 per cent of employment. If we had tried to preserve that kind of society, what would have happened to our industrial revolution?

Today we appear to be in the midst of another revolution: a new technology, which combined with a shakeout of the weak management practices which led to overmanning in the 1970s is producing a radical transformation of our employment scene. And it does not help to have to undertake this in the midst of a world depression.

Over the last 20 years or so other countries have been outstripping us so that the progress we have made - and it has been quite substantial - has been relatively stagnant or even regressive compared with others.

There is no single reason for this. But an underlying factor has been our failure to help, or even allow, our young people to develop in a way which equips them for the real world. That failure is most marked in education and training, in the schools and during those vital early years of entry into the labour market.

It would be surprising if nobody had noticed this; and of course they have. In education and in industry there has been a growing realization that what is needed is an integrated approach to the problem, tackling it from both ends - school and post-school.

A major step forward was the New Training Initiative. Its first three related objectives were: reform of the apprenticeship system; foundation training for all young people; wider training opportunities for adults. It is the second of these that gave rise to the Youth Training Scheme which is already developing and will be a fully fledged concern by this autumn.

The YTS begins where school ends and for at least 400,000 16-plus school leavers and a further number of unemployed 17-plus school leavers there will be a year's practical work experience including off-the-job pre-vocational preparation.

The training will be real training, provided and largely shaped by employers whether in commerce and industry and local authorities, and will meet real and forecast needs. The pre-vocational preparation will also be real, provided by colleges and other centres.

The broad based on and off-the-job training available under the scheme will enable participants to acquire a range of related skills; receive at least 13 weeks of high quality training and relevant education off the job; gain a nationally recognized certificate of achievement on completion of the course; become part of a better equipped workforce.

Training is planned and coordinated in three ways: by managing agents, some of whom will provide full programme themselves, while others will organize the contributions of those providing elements within programmes; or in training workshops and on community projects by arrangement with the MSC; or by the MSC taking responsibility for organizing a programme and subcontracting some or all elements of a programme.

This foundation training will become a permanent feature of our young peoples' lives, as it is already for their counterparts in Germany, France and Japan. In other words, those very countries whose industrial and economic performance has surged ahead of ours.

It is essential that all sectors of society - and especially employers, trades unions and voluntary organizations - give their full support to make the Youth Training Scheme the success it must be.

And of course there is the new initiative designed to work with the schools system. Announced by the Prime Minister only two months ago it is known at present by the unwieldy title of the New Training and Vocational Education Initiative. Its first aim is to test methods of organizing and managing the education of 16-18 year olds - that is, those of them are attracted to seek skills and qualifications which will be of direct value to them at work; they are better equipped to enter the world of employment; they acquire a more direct appreciation of the practical value and application of the qualifications towards which they are working; there is close collaboration between I.E.s (and thus the schools) and local commerce and industry.

There is much to be done before the projects are identified and become a reality. The commission has been asked to seek to ensure that as many as possible of these begin this autumn. This is an ambitious target for all those involved and especially

**Local education authorities are crucial to the success of the initiative. They will be developing the projects and managing them.**

the local education authorities concerned. But we are not starting completely cold. If we were we could not hope to achieve this target.

Many I.E.s have been not only thinking about the possibilities in the field of technical and vocational education for some time but making considerable progress. A sign of their interest is that nearly two thirds of them (64 at the last count) have given us preliminary indications of interest in the new initiative.

We have started by setting up a national steering group. The members of the group are from local authorities, education and industry and they will be advising the commission on how to establish the scheme and how to evaluate them and the scheme as a whole.

The group has already met and will be meeting a number of times in the next few weeks. Its initial major task is to establish criteria and guidelines for the use of I.E.s who intend to submit formal proposals and we hope that these will be ready at the end of the month. These will be published and interested I.E.s will be asked to respond by early March.

The criteria will establish the framework within which proposals from interested I.E.s can be developed. They will give I.E.s discretion to offer proposals best suited to their particular circumstances and will amplify the groundrules.

The I.E.s are crucial to the success of the initiative. They will be developing the projects and managing them. We will be financing the selected projects, assisting I.E.s where we can, and in conjunction with I.E.s, carefully monitoring progress and evaluating outcomes.

The selection of projects is of great importance to the success of the initiative. Several things are already clear. First, a geographical spread of projects is desirable in a range of different demographic/industrial environments. Second, we can test a variety of different approaches to the technical and vocational education of 14-18 year olds within the general framework laid down. Third, it seems unlikely that there will be any shortage of acceptable proposals to choose from, and this will make the national steering group's task exciting as well as difficult.

The work of the group will not, of course, end after the projects are selected by the end of March, nor even by the time they are launched in September. The period between March and September will be as hectic for the MSC and the I.E.s as the initial phase. Preparation for a September start will be intensive. Curricula will need to be planned in detail by I.E.s, staff trained and, where necessary, recruited; equipment purchased; local steering mechanisms established; parents and young people counselled and so on. The MSC will provide what assistance it can and this will be coordinated by a small unit of about eight people seconded from administration and education who will also be supporting the national steering group.

After September we will need to begin to learn the lessons the projects teach and ensure they are sustained. Nobody concerned with the evaluation of education or training system will have any illusions as to the complexity of this task. I am clear that at all stages we will need to listen to the views of all those associated with the projects - parents, teachers, local authorities, employers, but above all, the students themselves - and promote discussion both among those associated with projects and between them and those who are interested in treating a similar path in other I.E.s.

What happens next? The YTS must succeed. It is a huge task but the signs are good. In Stevenage a consortium has been set up which includes British Aerospace, Stevenage Borough Council, Stevenage Employers Group and a trade union representative - to provide 667 places for employed and unemployed school-leavers. The MSC is putting some development money into this essentially local initiative by local people to meet local needs and solve local problems. It is an "open door" scheme offering training and practical experience in a wide range of skills and occupations.

On the basis of contacts like these we are already sure of getting 50,000 or more places, some from household names like Sainsbury's, Rank Xerox, and the Post Office. The pace will now quicken, backed by an advertising campaign and by our staff in the regions. I think we are on course to provide more than 400,000 of the coming year's school-leavers with a year's work of real training and practical experience.

The New Technical and Vocational Education Initiative must get off to a good start. It is a very modest pilot scheme. Only 2,500 young people will be involved in the first year, compared with the YTS 400,000. But modest beginnings can lead to developments of fundamental importance to the educational system, to employers, to teachers and trainers, to parents, to the young people themselves - and most important of all, the reason for doing it in the first place - to Britain's industrial strength and economic prosperity.

The author is chairman of the Manpower Services Commission.

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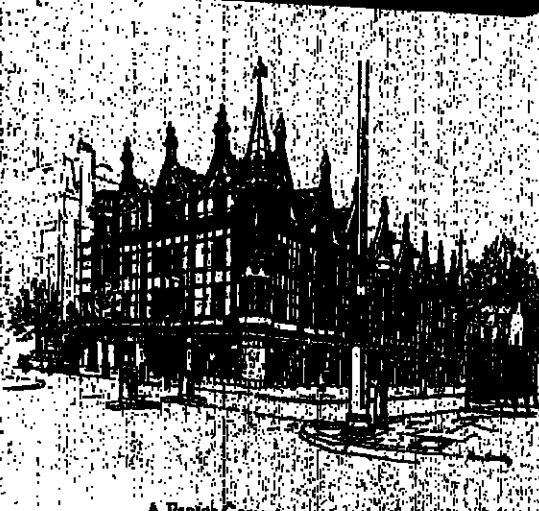
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Lecturer Grade I -  
£5,985-£9,261

Application forms and further particulars from the Staffing Officer, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

The college offers B.A., B.Sc. and B.Ed. degrees, HND, HNC, and Higher Diplomas in Education.

For further details write to Mrs. Jean Long, Assistant to the Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

Christ Church College of Higher Education  
Canterbury  
ADDITIONAL  
LECTURER II  
SENIOR LECTURER  
IN MATHEMATICS

Required to assist in Primary Mathematics Curriculum courses. Teaching and research experience in Mathematics would be an advantage.

The college offers B.A., B.Sc. and B.Ed. degrees, HND, HNC, and Higher Diplomas in Education.

For further details write to Mrs. Jean Long, Assistant to the Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

West Sussex Institute of Higher Education  
(Incorporating Bishop Cleeve and Bishop Cleeve College)

GRADUATE  
ASSISTANT  
IN DANCE

Required for 1st April, 1983 (or as soon as possible thereafter). The successful candidate will be responsible for the teaching of dance to students on the B.A. (Hons) in Dance and the B.Sc. in Dance.

The post is temporary for one year, salary £5,015-£5,256 per annum.

For further details write to Mrs. Jean Long, Assistant to the Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

Christ Church College of Higher Education  
Canterbury  
ADDITIONAL  
LECTURER II  
SENIOR LECTURER  
IN MATHEMATICS

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Christ Church College of Higher Education  
Canterbury  
ADDITIONAL  
LECTURER II  
SENIOR LECTURER  
IN MATHEMATICS

Required to assist in Primary Mathematics Curriculum courses. Teaching and research experience in Mathematics would be an advantage.

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For further details write to Mrs. Jean Long, Assistant to the Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

West Sussex Institute of Higher Education  
(Incorporating Bishop Cleeve and Bishop Cleeve College)

Christ Church  
College of Higher  
Education  
Canterbury  
THREE LECTURER  
SENIOR LECTURERS  
IN ENGLISH

Required for the beginning of the Autumn Term 1983. The successful candidate will be responsible for the teaching of English to students on the B.A. (Hons) in English and the B.Sc. in English.

The college offers B.A., B.Sc. and B.Ed. degrees, HND, HNC, and Higher Diplomas in Education.

For further details write to Mrs. Jean Long, Assistant to the Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

West Sussex Institute of Higher Education  
(Incorporating Bishop Cleeve and Bishop Cleeve College)

GRADUATE  
ASSISTANT  
IN DANCE

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The post is temporary for one year, salary £5,015-£5,256 per annum.

For further details write to Mrs. Jean Long, Assistant to the Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181 extension 22, to whom completed forms should be returned by Monday, 7th February, 1983.

Christ Church College of Higher Education  
Canterbury  
ADDITIONAL  
LECTURER II  
SENIOR LECTURER  
IN MATHEMATICS

Required to assist in Primary Mathematics Curriculum courses. Teaching and research experience in Mathematics would be an advantage.

The college offers B.A., B.Sc. and B.Ed. degrees, HND, HNC, and Higher Diplomas in Education.

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West Sussex Institute of Higher Education  
(Incorporating Bishop Cleeve and Bishop Cleeve College)

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ASSISTANT  
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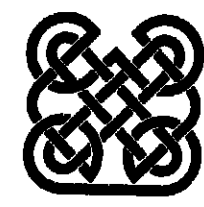
Christ Church College of Higher Education  
Canterbury  
ADDITIONAL  
LECTURER II  
SENIOR LECTURER  
IN MATHEMATICS

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## Research and Studentships continued

West Glamorgan  
Institute of  
Higher Education,  
Swansea

Applications are invited from well-qualified candidates for the following posts:

Senior Lecturer in  
Educational Research

To join the Research Unit, under the direction of Dr Kenneth Field, in supervising serving teachers taking M.Phil/Ph.D (CNA) degrees and to assist with teaching on the B.Ed degree (University of Wales). Applicants must be Good Honours Graduates and have had experience of successfully supervising research to final submission. (Ref. HE4/1/10/83)

Research Associate in  
Teacher Education

To join the Research Unit and undertake research in Primary School Management. Applicants should be recent Honours B.Ed graduates and will be expected to register with the CNA for M.Phil/Ph.D. (Ref. HE4/2/10/83)

## Senior Lecturer in Business

To assist with the development of a CNA Business Informatics degree and to teach on HND and other courses. Good Honours graduates in Economics, Statistics or Management required preferably with a higher degree in the area of Information Systems. Research experience highly desirable. (Ref. HE2/3/10/83)

## Research Associate in Business

to undertake supervised research in Business Informatics. Applicants should be recent graduates in disciplines associated with Information Systems and will be expected to register with CNA for a higher degree. (Ref. HE2/4/10/83)

## Lecturer 1 in Business

to teach on a variety of Business courses. Applicants should be graduates in the area of economics, law or accountancy and have a knowledge of Information Systems. (Ref. HE2/5/10/83)

## Lecturer 1 in Law

to lecture on a variety of Business courses. Applicants must be graduates in Law, and the possession of a higher degree would be an advantage. The successful candidate should have commercial experience and will lecture on Criminal Law and the Administration of Justice. (Ref. HE2/6/10/83)

Senior Lecturer in  
Computer Aided Design

Applicants should be well-qualified Honours graduates with practical experience of Computer Aided Design, Manufacture and Test and a knowledge of light current engineering, electronics and/or instrumentation. Research/Development and teaching experience are desirable. (Ref. HE3/7/10/83)

Senior Lecturer:  
Computer Based Management  
Information System

Applicants are invited from graduates for the above vacancy; the possession of a higher research degree would be an advantage. Applicants should have industrial or commercial experience and CNA experience would be an advantage. The successful candidate will be required to lecture in design and implementation of Computer Based Management Information Systems and possess a knowledge of on-line systems, data-base techniques and information retrieval. (Ref. HE5/8/10/83)

Senior Lecturer in  
Micro-Electronics

Applicants for this post must be good graduates and will be expected to teach at degree and TEC HD level. Ability to contribute to supervision of existing research work highly desirable. WGHIE is involved with the Metal Box Co. at Neath in establishing an Information Technology Centre, under the direction of Dr Donald Bell, and successful applicants may be expected to give assistance with this exciting project in creating and marketing new products/services. (Ref. HE5/9/10/83)

Senior Lecturer in  
Manufacturing Engineering

to teach on a range of engineering courses up to degree and TEC HD level. Applicants are invited from well-qualified graduates, preferably with research experience of high technology. Ability to assist local industries with the development of new product lines and re-generation of existing engineering products is essential. (Ref. HE5/10/10/83)

Senior Lecturer - £10,173-£11,064 (b.p.) - £12,816

Lecturer II - £5,855-£7,102

Lecturer I - £5,355-£5,287

Research Assoc. - £4,680

Further details regarding these posts and application forms available from: Principal, West Glamorgan Institute of Higher Education, Townhill Road, Swansea SA2 0UT (s.a.s. please). Closing date for applications: 11 February 1983

## Research Assistant

Economic Historian (preferably with an interest in recent business history) to act as Research Assistant in a major study of the development of the U.K. railways business since the war. Financial and commercial aspects of corporate affairs, including relations with Government and successive investment programmes, will be studied from contemporary documents in a historical framework.

The successful applicant will be part of a research team working in London and the appointment will be for a one or two year period tenable from 2 May 1983, or as soon as possible thereafter. Salary will be at an appropriate point in the SSRC scales, with London weighting. Applications, with curriculum vitae and the names of two academic referees, should be sent to:

Dr. T.R. Gourvish,  
School of Economic and Social Studies,  
University of East Anglia,  
Norwich NR4 7TJ.

Closing date for applications: 18 February 1983.

## ROYAL MILITARY COLLEGE OF SCIENCE

## SHRIVENHAM SWINDON WILTS

## Department of Mathematics and Statistics

Higher Research Scientist/  
Research Scientist

## (Experimental Fluid Dynamicist)

Applications are invited from an experimental physicist or engineer to participate in experiments concerned with the propagation of blast waves within the context of intermediate ballistics.

Postgraduate experience of laboratory work in gas dynamics is essential. Familiarity with pressure measuring devices, flow visualisation techniques and the associated electronic instrumentation is also desired.

The appointment will be for a period of up to three years in the grade of Higher Research Scientist (salary scale £5,840 - £9,126) or Research Scientist (salary scale £5,422 - £7,369) depending on qualifications and experience; for the higher post at least two years relevant postgraduate experience is required.

Application forms may be obtained from the Civilian Admin Office, Royal Military College of Science, Shrivenham, Swindon, Wilt. SN6 8LA. Tel: (0793) 782551 Ext 421. Please quote reference HC 1201/78. Closing date for applications 11th February 1983.

## Courses

Garnett College  
Education and  
Training for  
Teachers and  
Administrators in  
Further Education

Applications are invited for the following newly approved G.N.A.A. courses:

## (i) M.A.

Master's Degree in further education extending over two years' part time study and involving the inter-disciplinary study of the further education system and its curriculum. Assessment is by course work, examination and dissertation. Candidates should be employed in the teaching or administration of post-compulsory education and should normally have a B.Ed. (Hons) or other equivalent qualification (e.g. some advanced Diploma such as Dip. F.E., Dip. Prof. Stud. (Persepectives)).

## (ii) Dip. Prof. Studies (Persepectives)

A Diploma in further education extending over two years of part time study for one year full time and involving the study of the theory of further education to first degree level.

Candidates should be employed in the teaching or administration of post-compulsory education and should normally have a first degree in a subject other than education. They should hold a Certificate in Education. Assessment is by course work, examination and thesis.

The College welcomes applications from all suitably qualified persons, including those from minority disadvantaged groups.

Candidates should apply as soon as possible, specifying the course(s) which they are interested in to the Principal (Ref: THES) Garnett College, Downhills House, Roehampton Lane, London SW16 4HR. Tel: 01-788 8532.

COLUMBIA PACIFIC UNIVERSITY  
Non-credit  
Studentships available in UK  
by Senior Lecturer or Director  
Studentships available in UK  
by Senior Lecturer or Director  
Studentships available in UK  
by Senior Lecturer or Director  
Studentships available in UK  
by Senior Lecturer or Director  
Studentships



## Overseas continued

UNIVERSITY OF PORT HARCOURT, PORT HARCOURT, NIGERIA  
ACADEMIC STAFF VACANCIES

Applications are invited from suitably qualified candidates to fill the following vacant posts in the University of Port Harcourt:

(1) **FACULTY OF HUMANITIES**  
Professor/Reader (in History, Philosophy, Religious Studies, Foreign Languages and Comparative Literature)  
Senior Lecturer (in Visual Arts, History, Linguistics and African Languages)  
Lecturer III (in English, History)

(2) **FACULTY OF SOCIAL SCIENCES**  
Professor/Reader (in Sociology, Geography)  
Senior Lecturer (in Economics)  
Lecturer III (in Sociology)

(3) **FACULTY OF BIOLOGICAL SCIENCES**  
Professor/Reader (in Microbiology)

(4) **FACULTY OF CHEMICAL SCIENCES**  
Professor/Reader (in Applied Chemistry, Biochemistry)  
Senior Lecturer (in Applied Chemistry, Analytical Chemistry)  
Lecturer III (in Physical Chemistry, Inorganic Chemistry)

(5) **FACULTY OF PHYSICAL SCIENCES**  
Professor/Reader (in Mathematics, Computer Science)  
Senior Lecturer (in Computer Science)  
Lecturer III (in Statistics, Computer Science)

(6) **FACULTY OF EDUCATION**  
Professor/Reader (in Psychology/Guidance and Counselling; Management and Planning; Institute of Education)  
Senior Lecturer (in Psychology/Guidance and Counselling; Management and Planning; Institute of Education)  
Lecturer III (in Psychology/Guidance and Counselling; Management and Planning; Institute of Education)

(7) **GRADUATE SCHOOL OF MANAGEMENT & BUSINESS STUDIES**  
Professor/Reader (in Management; Marketing; Finance; Banking and Accounting)  
Senior Lecturer (in Management; Marketing; Finance; Banking and Accounting)  
Lecturer III (in Management; Marketing; Finance; Banking and Accounting)

(8) **FACULTY OF ENGINEERING**  
Professor/Reader (in Electrical, Chemical Engineering)  
Senior Lecturer (in Electrical Engineering)  
Lecturer III (in Electrical Engineering)

(9) **COLLEGE OF HEALTH SCIENCES**  
a) **FACULTY OF BASIC MEDICAL SCIENCES**  
Professor/Reader (in Physiology, Pharmacology, Anatomy)  
Senior Lecturer (in Physiology, Pharmacology)  
Lecturer III (in Anatomy, Pharmacology)

b) **FACULTY OF CLINICAL SCIENCES**  
Professor/Reader (in each of the following disciplines)  
Pathology, Ophthalmology, Paediatrics, Ear, Nose & Throat; Obstetrics & Gynaecology, Radiology, Surgery, Medicine, Public and Environmental Health.

(10) **INSTITUTE OF AGRICULTURAL RESEARCH AND**  
Research Professor (in Agriculture, Crop Science, Agronomy, Botany, Zoology, Biology or other related disciplines)  
Senior Research Fellow/Research Fellow (in Agriculture, Crop Science, Agronomy, Botany, Zoology, Biology or other related disciplines)

**QUALIFICATIONS & EXPERIENCE**  
University System Scale (USS) 12/14  
a) Professor/Reader  
Applicants must normally possess a doctorate degree and several years of University teaching and research experience in the relevant subject area. There must be clear evidence of contribution to scholarship expressed in the form of publications as well as evidence of ability to provide academic leadership.

b) Senior Lecturer  
Candidates must possess a higher degree, preferably a PhD in Agriculture, Crop Science, Agronomy, Botany, Zoology, Biology or other related disciplines.  
Candidates must possess several years of relevant experience in applied research in a research institute or institution of higher learning in the areas of Fisheries Biology (especially aquaculture and fish farming), rice cultivation and production, tuber crops and vegetables. Experience in handling two or more of these areas as well as in institutes or institutions actively engaged in productive research in these areas will be an advantage. Candidates must possess outstanding achievements in Research and show evidence of continuing contribution to knowledge as expressed in scholarly publications in learned journals.

University System Scale (USS) 13e/11e  
c) Senior Research Fellow/Research Fellow: (Institute of Agricultural Research & Development)  
Candidates should normally possess a higher degree in Agriculture, Crop Science, Agronomy, Botany, Zoology, Biology or other related disciplines.  
Candidates must possess several years of relevant research and field experience in a research institute or institution of higher learning. Areas of Research Interest include: rice cultivation and production, tuber crops, vegetable crops, aquaculture and fish farming, sociology and rural extensions. Candidates would be expected to have made contributions to knowledge through scholarly publications.

University System Scale (USS) 13  
d) Senior Lecturer  
Applicants must normally possess a doctorate degree in the relevant subject area and must have had five years teaching experience as a Lecturer in a University or Institution of similar status and show evidence of teaching and research ability.

University System Scale (USS) 11e  
e) Lecturer III  
Candidates must normally possess a doctorate degree and teaching/professional and research experience in the relevant subject area appropriate to the post sought (at least 3 years for Lecturer I). For the post of Lecturer II, persons without the doctorate degree but who have adequate teaching or professional experience may be considered.  
NB: Applicants for positions in the College of Health Sciences must possess a first medical degree registrable in Nigeria.

**CONDITIONS OF SERVICE**  
Conditions of service are as applicable in the Federal Public Service and as appropriate in the Nigerian Universities system.

**UNIVERSITY SYSTEM SCALE**  
Professor/Reader/Professor  
USS15-N14,280 x 720 - N15,720  
USS14-N12,732 x 660 - 16,372  
USS13e/11e  
Senior Lecturer  
USS13e-N11,364 x 576 - 14,820  
Senior Lecturer  
USS12-N10,080 x 504 - 10,080  
USS11-N7,560 x 324 - 9,040

**METHOD OF APPLICATION**  
Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, the date duty could be assumed, the names and addresses of three referees, and the post for which application is being made. Further information may be obtained either from Miss J Lloyd, SA Universities Office, Onitsha House, 278 High Holborn, London WC1E 7HE, or from the Registrar (Attention: Appointments Office), University of Port Harcourt, Private Bag, Randeboch, 7705, South Africa, by whom applications (quoting ref. no. E/2120) must be received not later than 11 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

The Director,  
Nigerian Universities Office  
180 Tottenham Court Road  
London W1P 0LE  
to whom references should also be sent.

Australian Institute of  
Multicultural Affairs

The Institute is a Commonwealth statutory authority responsible for developing in the Australian community an awareness of its diverse cultures, an appreciation of the contributions of those cultures to our society and for promoting tolerance, understanding and cohesion throughout Australia.

The Institute's functions include the provision of advice to the Commonwealth Government on all matters relating to its responsibilities, commissioning and conducting research studies and furnishing reports to the Minister.

Applications are invited from suitably qualified persons for appointment to this advertised position located in Melbourne.

Chief  
Research, Policy and Planning Division  
Salary: \$A44,450 pa. a.

The incumbent of this position must have the qualities and understanding to lead a team of experienced high quality research fellows conducting strategic research on a multi-disciplinary basis and in providing and evaluating multidisciplinary research and policy analysis to a diverse range of public and private organisations. The Chief must have an acknowledged reputation in research and policy analysis and a significant record of achievement. As the Institute has a major role in advising the Commonwealth Government, experience in formulating policy or a record of transmitting research results in a relevant form is essential.

Terms and conditions of employment are broadly similar to those applying in the Australian Public Service. Applications from men and women from within or outside the Public Service are welcome. The terms of appointment will be negotiated.

Physical applicants who wish to be considered should apply to the Institute in writing.

Applications should be forwarded to: The Director, Australian Institute of Multicultural Affairs, GPO Box 2470, Melbourne, Victoria, 3001, Australia. Telephone Melbourne 03-4777 1234. February 1983.

UNIVERSITY OF CAPE TOWN  
Chair in  
Commercial Law

Applications are invited for the above post, for appointment as soon as possible after 1 January 1984.

The University wishes to appoint a leading scholar who will take part, and provide leadership, in teaching and research in Commercial Law. Arrangements can probably be made for the balance of the appointee's duties to reflect the interests and research interests of the University.

Appointments will be made according to qualifications and experience on the salary scale R23 108-24 045 x 1 035-830 265 per annum. There is a salary supplementation which is currently R1 800 per annum.

**Director of the Institute of Marine Law**

Applications are invited for the above post, for appointment as soon as possible.

The successful applicant will be the first Director of the Institute of Marine Law which is to be established to conduct research and disseminate information on the public international law of the sea, apart from shipping law. The principal emphasis in the work of the Institute will be to provide a service of practical value.

The Director will have to launch the Institute. The University hopes to appoint a person with experience of governmental, and if possible, international law. A qualification in public international law will be necessary. Fluency in English and Afrikaans and an ability to read at least French and/or Spanish will be a recommendation.

Appointments will be made according to qualifications and experience on the professional salary scale R23 108-24 045 x 1 035-830 265 per annum. If a suitably qualified person with a minimum of five years' experience in the Faculty of Law and may receive a salary supplementation.

It is intended to further appoint at least one senior research officer and a secretary to the Institute.

**General**

The University offers excellent fringe benefits including generous research leave, travel and moving expenses, an attractive housing subsidy and service bonus both subject to State regulations, 75% rebate on tuition fees for dependants on UCT, a good pension fund, medical aid and group life insurance.

Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, the date duty could be assumed, the names and addresses of three referees, and the post for which application is being made.

Further information may be obtained either from Miss J Lloyd, SA Universities Office, Onitsha House, 278 High Holborn, London WC1E 7HE, or from the Registrar (Attention: Appointments Office), University of Cape Town, Private Bag, Rondebosch, 7705, South Africa, by whom applications (quoting ref. no. E/2120) must be received not later than 11 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

UNIVERSITY OF CAPE TOWN  
J W Jagger  
Chair of Economics

Applications are invited for the above post (vacant) on 1 January 1984.

Applicants are sought from any major field of theoretical or applied economics. In oil economics, applicants are expected to have strong analytical backgrounds and to have proven research records in their chosen fields of specialisation.

Appointments will be made according to qualifications and experience on the salary ranges R23 108-24 045 x 1 035-830 265 per annum. In addition a service bonus of nearly one month's salary is payable annually.

The University offers excellent fringe benefits, generous research leave, travel and moving expenses, an attractive housing subsidy, 75% rebate on office fee for dependants, a good pension fund, medical aid and group life insurance.

Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, and the names and addresses of three referees.

Further information may be obtained either from Miss J Lloyd, SA Universities Office, Onitsha House, 278 High Holborn, London WC1E 7HE, or from the Registrar (Attention: Appointments Office), University of Cape Town, Private Bag, Rondebosch, 7705, South Africa, by whom applications (quoting ref. no. E/2120) must be received not later than 31 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

The Director,  
Nigerian Universities Office  
180 Tottenham Court Road  
London W1P 0LE  
to whom references should also be sent.

**Queensland Institute of Technology**  
Brisbane - Australia  
The Institute is a federal government institution, autonomous, multi-disciplinary, with a research and development focus. It is the only state-owned institution in Australia.

**HEAD OF SCHOOL**  
The School of Computing and Communications is a leading school in the Institute. It is a multi-disciplinary school, with a research and development focus. It is the only state-owned institution in Australia.

Applicants must hold a relevant degree, have a proven record of achievement in research and development, and have a proven record of achievement in research and development. The successful applicant will be responsible for the overall management of the school, and will be expected to contribute to the Institute's research and development efforts.

Further information may be obtained from the Director, Queensland Institute of Technology, St. Lawrence, Queensland, Australia. Applications should be forwarded to the Director, Queensland Institute of Technology, St. Lawrence, Queensland, Australia. Applications should be forwarded to the Director, Queensland Institute of Technology, St. Lawrence, Queensland, Australia.

**REMINDER**  
copy for  
Classified Ads in  
the THES should  
arrive not later  
than 10am  
Monday  
preceding  
publication

## Overseas continued

## UNIVERSITY OF MAIDUGURI, MAIDUGURI, NIGERIA

Applications are invited from suitably qualified persons for the following positions in the University of Maiduguri, Nigeria:

**FACULTY OF EDUCATION**  
Department of Continuing Education and Extension Services  
(a) Director (Professor)  
(b) Senior Lecturer  
(c) Lecturer I & II  
(d) Graduate Assistants

**Qualifications**  
**DIRECTOR/PROFESSOR/READER**  
Candidates for the post of Director/Professor/Reader must be distinguished scholars with at least 10 years' experience in the relevant discipline and a minimum of five years' experience in the relevant discipline. They must also have a minimum of five years' experience in the relevant discipline.

**LECTURER III**  
Candidates for this post must possess a Higher Degree, preferably a Doctorate with at least 2-3 years' experience in the relevant discipline. They must also have a minimum of five years' experience in the relevant discipline.

**GRADUATE ASSISTANTS**  
Candidates should possess a good Degree with first class Honours or Second Class Upper Division in the relevant subject area and should show evidence of interest in University teaching as a career. In exceptional circumstances, candidates who have a Second Class Lower Division Degree may be considered on receipt of their Academic Transcript from the last University attended.

**SALARY SCALES**  
(i) Director (Professor) USS 15 - N14,280 x 720 - N15,720  
(ii) Senior Lecturer USS 14 - N12,732 x 660 - N13,772  
(iii) Lecturer I USS 11 - N9,000 x 360 - N10,080  
(iv) Lecturer II USS 10 - N7,560 x 324 - N8,040  
(v) Graduate Assistant USS 07 - N5,136 x 180 - N5,136

Note: Placement within the salary grade levels will depend on qualifications and experience.

Other Conditions of Service  
Applicants may be made:  
(a) for a fixed term normally for two years contract (three years for Director/Professor/Reader) renewable by mutual agreement; or  
(b) on probation for three years initially in the case of Lecturers and thereafter appointment may be extended or confirmed to retiring age if services are considered satisfactory.

Fringe benefits include passages, from and to, for appointee and family, approved overseas leave, paid/unpaid leave, and housing allowance in lieu of transport allowance, and contract allowance of 25% of basic salary for candidates appointed on contract or pension scheme where applicable as may be approved from time to time by the University.

There is also the Nigerian Expatriate Supplement Scheme ranging from N3,500 to N8,500 for Director, Reader and Senior Lecturers (from some selected disciplines) recruited from Britain, Western Europe, United States of America, Canada and any other area with confirmed higher remuneration.

**Method of Application**  
Detailed applications (10 copies) should include applicant's Curriculum Vitae as follows:  
1. Name in full  
2. Post  
3. Department  
4. Place and date of birth  
5. Home address  
6. Present postal address  
7. Nationality at birth  
8. Present Nationality  
9. Marital status  
10. Number and ages of children  
11. Secondary and Post-Secondary Education (including dates and institutions)  
12. Academic and professional qualifications (including distinctions with dates)  
13. Statement of experience including full details of former and present post  
14. Current research  
15. List of publications (including in what journals they were published)  
16. Other activities outside current employment  
17. Names and addresses of three referees  
18. Proposed date of availability for duty appointment. Applications, which are required in ten copies, should be addressed to:  
The Registrar, University of Maiduguri, P. M. B. 1059, Maiduguri, Borno State

Applicants should request their names referred to the relevant referees directly to the Registrar. Candidates resident in the United Kingdom or Europe may send their applications to:  
The Director, Nigerian Universities Office, 180 Tottenham Court Road, London W1P 0LE to whom references should also be sent.

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG  
Department of Linguistics  
LECTURER

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Linguistics. The successful candidate will be responsible for the teaching and supervision of students in the Department of Linguistics.

The Department offers courses at the postgraduate level in the following fields: African Languages, English, French, German, Italian, Latin, Spanish, and the history of the English language.

Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, and the names and addresses of three referees.

Further information may be obtained from the Registrar, University of the Witwatersrand, Private Bag, Johannesburg, 2000, South Africa, by whom applications (quoting ref. no. E/2120) must be received not later than 31 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

The Director,  
Nigerian Universities Office  
180 Tottenham Court Road  
London W1P 0LE  
to whom references should also be sent.

**EUROPEAN UNIVERSITY INSTITUTE**  
Florence  
offers  
places for Ph.D. studies in History, Economics, Law, Political and Social Sciences within its research programme. Applications are specially welcome from students having or completing M.A.s, or diplomas in relevant subjects. Three-year grants are available for United Kingdom candidates regardless of earlier awards.

Further information and application forms from Academic Service, European University Institute, Badia Fiesolana, Via Dei Rettorini, 50016 S. Domenico (Fiesole), Italy.

**University of Alberta**  
Edmonton, Canada  
Department of History  
**ASSISTANT PROFESSOR**

Applications are invited for a tenure track position in the Department of History. The successful candidate will be responsible for the teaching and supervision of students in the Department of History.

The Department offers courses at the postgraduate level in the following fields: Canadian History, European History, and the history of the English language.

Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, and the names and addresses of three referees.

Further information may be obtained from the Registrar, University of Alberta, Private Bag, Edmonton, Alberta, Canada, by whom applications (quoting ref. no. E/2120) must be received not later than 31 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

## Administration

## GLC

Working for London

Equal Opportunities  
within the GLC

The GLC has embarked upon a series of new initiatives aimed at positively establishing equal opportunities for all its employees. Implementation of this policy will give rise to extensive changes in employment and training practices and procedures and involve the introduction of a range of positive action measures.

To work in support of these initiatives, the Council wishes to recruit a number of people who possess an understanding of and are committed to achieving equal opportunities in employment for women, ethnic minorities and the disabled.

Equal Opportunities  
Officers

4 Posts £11,880-£13,353

Working on the research and development of positive action programmes, one officer to be concerned with 16-19 year olds, a second with those over 19, both requiring a knowledge and experience of relevant educational and training opportunities, and possessing the capacity to initiate and implement projects.

Advancing career and employment opportunities will call for experience of careers counselling, an understanding of the specific employment and training needs of ethnic minorities and women and the ability to organise workshops and promotional activities.

On work related to the provision of day-care facilities and on job-sharing the officer will need to demonstrate knowledge of local government or the GLC and to be familiar with current debates on provision for 0-5 year olds.

One post-holder may be designated as Deputy to the Equal Opportunities Adviser on an enhanced salary range to £15,021.

Equal Opportunities  
Trainers

3 Posts £11,880-£13,353

Providing direct training to the Council's staff in support of equal opportunities, officers will need to possess proven skills and experience of training in this or a closely related area and have a good understanding of up-to-date personnel practices and relevant legislation.

Information &  
Publicity Officer

£8,319-£11,538

Publishing and promoting equal opportunities policies and programmes to staff within the GLC, demanding excellent research and liaison skills and in particular the ability to communicate in writing with all levels of staff.

In each case, an innovative and practical approach will be essential and should be combined with an ability to communicate and work effectively as a member of a team within a large organisation.

Salaries will be within the ranges indicated, inclusive of London Weighting Allowance.

For further details and an application form, which must be returned by 10th February 1983, write to the Personnel Department, P/IESD, Greater London Council, Room 316, The County Hall, London SE1 7PB, or telephone 01-633 5728.

Please state clearly in all correspondence for which position you are applying.

The GLC is an equal opportunities employer

ilea Inner London  
Education AuthorityChief  
Inspector

Salary £26,307-£29,088

Inclusive of £1,254 London Weighting Allowance

This post will become vacant on 1 September 1983 with the retirement of the present holder. The Chief Inspector is responsible for defining, maintaining and promoting proper professional standards in all educational institutions maintained by the Authority, for the professional management of the Inspectorate and schools' psychological service and providing professional support to the Education Officer. The Chief Inspector leads a team of 135 inspectors and through the Principal Educational Psychologist is responsible for the work of 64 educational psychologists. The Chief Inspector and the three Deputy Education Officers form the senior management team directly responsible to the Education Officer.

The successful applicant will have had extensive and varied teaching experience in schools and/or in further and higher education, and will have held a senior position; the successful applicant will also ideally have worked in an advisory or inspectorial capacity, preferably as a leader of a team.

Application forms and further details obtainable from the Education Officer (EO/Estab 1b) Room 366, County Hall, London SE1 7PB. Completed applications to be returned to the above office by 4 February 1983.

ilea is an equal opportunities employer.

**Morley College**  
61 Westminster Bridge  
Road, SE1  
Department of Art, Design  
and Architecture  
**SENIOR LECTURER IN ART DESIGN & CRAFTS**

Required at Morley College, New South Wales, a senior lecturer in Art, Design and Crafts, with a minimum of five years' experience in the relevant discipline. The successful candidate will be responsible for the teaching and supervision of students in the Department of Art, Design and Crafts.

Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, and the names and addresses of three referees.

Further information may be obtained from the Registrar, Morley College, 61 Westminster Bridge Road, SE1, London, by whom applications (quoting ref. no. E/2120) must be received not later than 31 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

The Director,  
Nigerian Universities Office  
180 Tottenham Court Road  
London W1P 0LE  
to whom references should also be sent.

## Librarians

CAMBRIDGE UNIVERSITY  
LIBRARY  
ASSISTANT  
UNDER-  
LIBRARIAN

(Department of Oriental and Other Languages)

Applications invited from good honours graduates in Arabic and Hebrew, or Arabic with some knowledge of Hebrew. Research and/or library qualifications or experience highly desirable.

Stipend on the Assistant Under-Librarian scale: £8,085 to £11,105.

Further particulars from the University Librarian, Secretary to the Appointments Committee for the University Library, University Library, West Road, Cambridge CB3 9DR, to whom applications should be sent by 18 February 1983.

University College  
Dublin  
ASSISTANT  
LIBRARIAN  
(Grade 1)

(Readvertisement)

Applications are invited from suitably qualified candidates for the post of Assistant Librarian (Grade 1) in the University College Dublin Library at the University of Dublin, Dublin 2.

The successful candidate will be responsible for the day-to-day running of the library and will be expected to develop the library's services and to be involved in the work of the library and in the provision of information services.

Applicants should submit a curriculum vitae, stating research interests and publications, relevant qualifications and experience, present salary, and the names and addresses of three referees.

Further information may be obtained from the Registrar, University College Dublin, Private Bag, Dublin, by whom applications (quoting ref. no. E/2120) must be received not later than 31 March 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion. Implementation of this policy is obtainable on request.

The Director,  
Nigerian Universities Office  
180 Tottenham Court Road  
London W1P 0LE  
to whom references should also be sent.

SPECIAL  
FEATURE  
FOR  
1983Management  
Education



# Don's diary

## Saturday

First stop, Copenhagen, and there quite remarkably ran into a colleague from the International Atomic Energy Agency in Vienna, Dr Mukherjee, together with number one son, en route to his Calcutta home for Christmas. A Welsh proverb, freely translated says, "sooner than two men meet than two mountains". How true, for last week Mukherjee was in our institute in North Wales on the occasion of an IAEA advisory group meeting on radiation sterilization. We next plan to meet in March 1983 in Burma to help set up a human tissue bank there. The unscheduled committee meeting was most useful.

Then an eight and a half hour flight over the frozen wastes of Greenland and Alaska. The story about Alaska breaking into two in order to make Texas the third largest state in the USA is now quite credible. I attended a UNESCO meeting on "New Technologies in Education" in South Carolina a few weeks ago. Learnt there of the television satellite distance learning system available to every school of 25 pupils or more in Alaska. Viewing directly this vast, remote, icy wilderness, now so intimately linked, makes mockery of the London belief that we are remote in north Wales, particularly in winter!

## Sunday

I gained a day in my life some time ago, spending one Friday in Honolulu and another in San Francisco. Now I am forced to return it as we cross the international date line. My wife releases her greetings in Japanese to our host, Professor Yoshio Nakamura, and in next to no time puts it to good use in a Ginza (Tokyo) restaurant, where we eat our seventh meal in 20 hours. Fortunately the tempura, fresh fish, fried before our eyes just slips down, and proved the ideal prelude to a long and satisfying sleep.

## Monday

The two-hour train journey to Kiryu, a city of 130,000 inhabitants is the day's highlight. Never again will I tolerate jibes against the disorderliness of my home mining village of Rhoslanherchrug. Compared with the outskirts of Tokyo, and now Kiryu, it is a model of town planning.

At a stroke my picture of domestic Japan as a super-modern, high-tech, low crime state is dashed. Life is hard, and these famous gadgets are expensive for the majority. With steak costing £25 or more a pound, and central heating absolutely prohibitive, it is no wonder that their famed adaptiveness has yielded novel heating, bathing and feeding systems in their cramped multi-purpose housing, which is crammed into every inch of available ground. For reference, top professional salaries are £1,000 per month. This does not prevent our host personally filling his small comfortable apartment with every form of delicacy, bilingual television and, of course, a western bed and toilet (specially installed).

## Tuesday

Started with a shopping adventure. Hearted, we set off for the familiar American-style supermarket, complete with trolley, canned goods, and a Japanese girl to be heard. We soon learnt that appearances mean nothing. The "supermarket" and "American-style" were merely labels. Only the glorious tangherines (mikan) and specially engineered giant apples (which our first home-made meal).

Met after lunch with dean, professors and senior administrators of the faculty of technology, Gunma University, now my home here. Drink green tea at every port of call, seven in all.

Wednesday

## Wednesday

Day with Professor Syu Ono, president of Gunma University at Gunma prefecture capital, Maebashi city. He heads three faculties, technology, medicine and education, and two training centres, one a technical college and the other for nurse education. All professional courses are preceded here by a general education year. He, therefore, understands the concept of our comprehensive higher and further education institution better than the standard UK academic. Our initial discussions auger well for our proposed future collaboration.

## Thursday

First real opportunity of settling in with my research group. The programme are all highly practical: flame retardant plastics and paints; synthesis of polymers for permeable membranes, useful for water desalination and artificial kidneys; and constructing immobilization structures for enzymes, enabling them to be used repeatedly in industry. The group is typical of that which operates in Japanese government-funded universities (only 70 compared with more than 300 private universities). Headed by a professor, the group consists of an assistant professor, two research assistants, four graduate students and six undergraduates. Facilities are not lavish, and remind me of the conditions operating in British universities before the 1960s explosion.

## Friday

Enjoyed a game of golf with Japanese professor, in perfect weather on Christmas Eve, after a Chinese meal. My partner paid for himself, in yen: tax 2,000, caddy (obligatory) 2,000, members recurrent fee 700, practice drives 200. Additionally for me he paid: visitors fee 5,500 (10,000 at weekend) and 20,000 (in Tokyo), clubs 1,000, shoes 500. Altogether about £30 for a day's golf and lunch. In comparison, my annual fee at Pantynwyn is dirt cheap.

While marking the score-card, a pencil snapped. "Typical Japanese workmanship," said my host. Several times already I've encountered such depreciation of things Japanese, as we invariably blast things British. Certainly, the average Japanese does not appear to be aware of, or benefit individually from their notorious export juggernaut, any more than we get cheap petrol from North Sea oil.

## Saturday

I shall add a second Saturday to compensate for the one we lost over in Alaska. Christmas Day is different here as *Yukiaki* is to roast turkey. Our thoughts are with our children and friends in Mold on route to Bethesda chapel. We settle, thankfully, for a Japanese-style Christmas dinner. Bing Crosby helps with *White Christmas* and *Jingle Bells*. Buddhists and Christians join in with *Adele* and *Christina*. A baritone voice contributes over the telephone from Wales. What a small world it has become.

Glyn O. Phillips

The author is executive principal of The North East Wales Institute of Higher Education and is spending three months in Japan as visiting professor at Gunma University.

In colleges and universities the future normally casts a long enough shadow to make new year's forecasts less risky. In 1983 three problems will face most American colleges and universities: I will talk about them in the order of their urgency.

The first problem was with us last year and will be again. When the federal government began supporting university students immediately after World War II through the GI Bill, it created a new expectation which increasingly cannot be filled by anyone else. Two years ago federal aid to university students stood at its all-time high, with \$11.8 billion available, most of it in the form of guaranteed student loans. Last year that total fell to \$11.0 billion, and if the Reagan administration has its way, a 30 per cent reduction is on the cards for 1983.

So far Congress, with its feel for the nation's wishes, has refused to make cuts anywhere near as drastic as those proposed by the administration. The strategy of the private colleges and universities, as well as of the leading public ones, is to fight as hard as we can to persuade Congress to remain in that good opinion. The higher education community would see a legislative year that resulted in no cuts as a signal victory.

The second problem we all will face this year is that of demography, and this is probably the longest shadow on the educational landscape. In 1979 there were 6,331,000 college students in the United States. If enrolments follow demographics, in 1992 there will be 4,750,000. The years between will be years of slow decline, and in 1982 for the first time that decline made itself felt. Private colleges and universities reported that their student numbers were down by approximately 1.5 per cent. There was a slight rise in the public colleges. The hidden reality behind both statistics, however, is that all colleges felt a softening in their freshman class, in other words among full-time first degree students.

Colleges and universities have been scrambling to garner students. New courses for older, more mature students, new job-related studies, and a variety of other partial measures can for two or three years hold the total student numbers level. Only through the end-state of the economy is a help, since a good many young people will find jobs unavailable and go back to school. But the first warning signs are up, and for private colleges they are up precisely where tuition revenue is most important.

## Thatcher's invasion of privacy

The lady's ideology. If Ford and GEC are in future to be made to pay for the training of their blue-collar workers, why not for that of their managerial staff also? In the recent ICI case, the House of Lords gave the green light to private firms that wished to subsidize public school fees. Why should they get the university education of their potential managers wholly at the taxpayers' expense? I'm sure she will find the logic impeccable.

## Christopher Price

I see that Britain's skillcentres are to be launched on the road to privatization this year. Under the current government, according to St Margaret, it's a matter of time before the whole of providing skills which society needs, they will respond to those which our dwindling labour market is perceived to want. It will be the tough competition between the public and the unemployed - generally. Full cost courses paid by employers for those in work will replace fully subsidized ones for those without it.

There is little doubt that if Mrs Thatcher were to receive a second term, this same doctrine would be applied to our universities. After all, universities are the skillcentres where our middle and upper classes serve their apprenticeship. There is a certain consistency and honesty about

## Shadows on the 1983 landscape



Timothy Healy

tant, among full-time degree freshmen.

Unlike federal aid, the demographic downturn is predictable and something with which the majority of the nation's colleges and universities should be able to cope. Students will continue to go to college, and even though numbers will decline (and in certain parts of the country very steeply) there will still be a need for quality education, for institutions with a mission and a style all their own, and for a variety of choices for the nation's young.

Demographics and federal aid will have an impact on all students, but graduate students, particularly those seeking professional degrees and careers as researchers and faculty members, will face several different shadows in 1983. Government-sponsored research outside of the hard sciences has dropped sharply. Although the administration urges the private sector, in other words the nation's corporations, to pick up the slack, it is unlikely that they will. To the extent, moreover, that universities themselves enter into contracts with commercial enterprises, the independence of scholarship, the free exchange of ideas, and the enormous cross-fertilization of university research that we have known for the past 30 years might well be in jeopardy.

which cannot, by definition, be subject to market disciplines; and all the evidence is that the time would continue to be called in the future, as it has been in the past, by those powerful trade unions, beloved of the present Government, the professions; so far from exerting market disciplines, privatizing the universities in this manner would simply entrench existing patterns.

The second model with which the Government is toying sees the student as the customer and university education as goods to be purchased. Hence its loans proposals - knowledge on the never never. Spurious vistas of widening opportunity for whole new cohorts of students are offered. The principle is a plausible one - that people being offered the privilege of elite skills, with a salary to match, should pay for that privilege. But it's far easier to tax them when they've got the salary than to offer a phoney mortgage on the off-chance they may one day get it.

Besides, the loans proposal is only a milestone on the way to that of the "Think Tank" - full cost fees for everyone, state scholarships for a few, loans for the majority and a little space for the overseas rich. Perhaps a few might borrow £12,000 a year from Barclays, but the vast majority of the loans and grants would come from mummy and daddy, and university education would revert to the privileged pattern of the 1920s.

But there are dangers; universities like to see themselves, like the police and the army, as fulfilling a national role, rather than as tradesmen competing in the market place; and university teachers, far more than the professionals, have a sense of equity and justice. The Government would be foolish to cast away such a constituency lightly. Yet the logic of Thatcher's ideology points in that direction.

A second shadow on the graduate schools touches the professional areas, but selectively. Graduate schools are sensitive to the state of the market place, and the major market for the doctoral degree has been the nation's colleges and universities. All of these are cutting back on research and teaching budgets, and it will be several years before any are in a position to do much hiring again. There are few ways to ice young PhDs and hold them in a pipe line until their services are needed; thus, when the universities start hiring again we are going to be woefully shy of fully trained people.

A deepening of that shadow has just begun to be recognized and decried in America's intellectual discourse. More and more the nation's undergraduates are entering "safe" curricula such as engineering and business. Young people respond in fright to a bad economy, a soft market place, and the grim prospect of scrambling for what few jobs are available. Subjects like literature, physics, linguistics, history, and many others are seen as poor choices, both by the young and by their parents.

Engineering is to science what business is to mathematics, and in the long view of the university, practicality and relevance are generally narrowing and sterile. Fifteen years from now when the nation's colleges and universities will be looking for people with degrees in the humanities and the social sciences, there may be a great dearth of candidates with promising or even adequate preparation for graduate work in either.

National administrations reflect the drift of the nation itself, and that seems to be particularly true when rhetoric divorces itself from the reality it describes. The Reagan administration loudly trumpets its trust in private enterprise while it vigorously pushes budgets that will wreck our dual system of private and public colleges and universities. Finally, while on every stump in the nation we preach a return to our ancient (Republican) values, we are doing everything possible to turn the young away from teaching or research that has to do with values, aesthetics, and America's understanding of its own soul. Both presidential and congressional rhetoric claims to "call spirits from the vasty deep", while academic America is left to ask, "But will they come when you do call for them?"

A new, quasi-purpose-built, lavishly-staffed building in a green field campus is not required. The real estate already exists in plenty: Combe Lodge, an admirable though misnamed further education college - for it is not a staff college in the accepted sense; or, nearer the mark, the administrative staff college at Henley; even the Department of Education and Science designated regional management centres, though with one or two notable exceptions they have singularly failed to address themselves to educational policy and management problems.

The answer, sir, to the problem outlined in your editorial and the establishment of a staff college is the establishment of a potential or actual high flying administrators and managers at all levels of all sectors of education, however elitist this may sound, with if necessary, a modular and distance learning system of study on an international, national and regional basis, leading to a qualification.

In conclusion I must declare an interest. I am a staff college trained and all.

Yours sincerely, COLIN MILNER, Deputy Director, North-East London Polytechnic.

## LETTERS TO THE EDITOR

### Marx 'discovery' not such a bombshell after all

Sir, - Congratulations to *The Times* for being so quick off the Marx so early on in this the 100th anniversary of the "Moor's" death! The claim that the humanist Marx has been blown sky high by recent research makes for an excellent story but hold on a minute... during the infinite number of times I have suffered mental bruises and blisters clambering over the craggy surfaces of the *Paris Manuscripts* of 1844, I had always assumed that the manuscripts were, as you say, "a collection of notes and rough ideas" - brilliant, infuriating and very much a first draft. And whatever we make of them, certainly not the last gasp of the humanist Marx.

Consider this proposition. *Capital* is not only a humanist work as well but far more humanist than the manuscripts for by 1867 Marx had developed a more sophisticated and coherent critique of capitalism with much clearer ideas as to how to reach the celebrated "realm of freedom" in which individuals can further develop their human potential through activities undertaken for their "own sake". Not everything is exactly bathed in sunlight, but in saying (in the distinguished company of the young Gramscis) that *Capital*, in contrast to the *Manuscripts*, is an (inhuman?) economic determinism, you forget (as Engels complained towards the end of his life) Hegel and dialectics.

Sir, - I refer to the perceptive and penetrating editorial "Policy, self-analysis" (*THE Times*, January 7). As you say the need for sustained and sophisticated analysis of higher education policy has never been greater. I believe however that the unit for higher education policy which you advocate would be better understood and more marketable in a public relations and "political" sense, if you did not avoid the description: staff college, despite its connotations of elitism, for it is a staff college which you identify as the need.

Just as the success of the German general staff, with all its connotations, pointed the way to the establishment of our service staff colleges, which in turn were copied by multinational and national corporations, banks and the public sector, so it is surely time to establish an education staff college? Not restricted solely to higher education but open to "high fliers" or "fast runners" from all sectors of education, as a training ground for aspirant career administrators and academic managers - there is a difference - and as a reorientation for senior management as well as a forum for national debate and policy discussion.

A new, quasi-purpose-built, lavishly-staffed building in a green field campus is not required. The real estate already exists in plenty: Combe Lodge, an admirable though misnamed further education college - for it is not a staff college in the accepted sense; or, nearer the mark, the administrative staff college at Henley; even the Department of Education and Science designated regional management centres, though with one or two notable exceptions they have singularly failed to address themselves to educational policy and management problems.

The answer, sir, to the problem outlined in your editorial and the establishment of a staff college is the establishment of a potential or actual high flying administrators and managers at all levels of all sectors of education, however elitist this may sound, with if necessary, a modular and distance learning system of study on an international, national and regional basis, leading to a qualification.

In conclusion I must declare an interest. I am a staff college trained and all.

Yours sincerely, COLIN MILNER, Deputy Director, North-East London Polytechnic.

Marx considered himself a "new" materialist who had discovered, within a deterministic universe, a central place for politics, human activity, people as subjects. The determinism of *Capital* needs to be construed not in the spirit of Newtonian mechanics, but of Darwinian evolution, though I readily concede that a "dialectical determinism" is a difficult and complex concept which Marx scholars in this country are only just beginning to get to grips with.

Yours sincerely, JOHN HOFFMAN, Department of Politics, University of Leicester.

Sir, - I am amazed to discover from your front-page article: "Challenge to Marx scholars" (*THE Times*, January 14), and from your leader in the same issue, that my lectures to second-year students over the past several years have anticipated a startlingly original contribution to Marxist scholarship; a discovery which has, according to your correspondent, been described by Eric Hobsbawm as "nothing short of a depth-charge in the world of Marxist scholarship".

Until the text of Jürgen Rojahn's findings becomes more generally available, one cannot, of course, properly judge their originality; but Paul Flather's report from the Linz

conference hardly justifies the excited tone of *The Times* response.

According to Flather, Rojahn has confirmed that Marx's 1844 *Paris Manuscripts* "are nothing more than a collection of working notes and rough ideas," and has concluded that "they were never formally published by Marx, and should probably have no formal status at all."

Well, who ever thought otherwise? Of course the *Paris Manuscripts* were never formally published by Marx. As Flather's own article shows, they were not published until the 1930s and since Marx died in 1883, he could hardly be thought to have checked the galley proofs for himself. And anyone who has actually read these early notes must be perfectly well aware that they are fragmentary and incomplete.

But this hardly constitutes an earth-shaking discovery that will "set up a dam that can really hold up the flood" of humanist Marxism, as a West German delegate is reported to have said. Humanist Marxism rests with the validity of its ideas, not upon the formal imprimatur of Marx himself. Even if Rojahn's researches prove that the *Paris Manuscripts* were scribbled on the backs of old envelopes, this will not detract from the fact that Marx's 1844 conception of alienation is both interesting in its own right, and that these early jottings cast some light upon sections of

his "mature" work, including both *Capital* and the *Grundrisse*. Incidentally, it is equally misleading to characterize the anti-humanist Marxist philosopher Louis Althusser, as a supporter of "economic determinism". Whatever else he may be, he is certainly not that! One can only deplore your over-excited and uninformed response to shock-horror discoveries of what everybody already knows.

Yours faithfully, ADRIAN MELLOR, Senior Lecturer in Sociology, Liverpool Polytechnic.

Yours sincerely, JUDY ROJEN, Expectations of Higher Education Project, Brunel University.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

## Half-term report on the UGC

The University Grants Committee has now sent to the Secretary of State for Education a report on how the cuts programme is progressing half way through the three year savaging of university finance by the Government.

The whole tenor of this report is, to put it mildly, deeply disappointing. To put it more strongly, it is a pitiful document.

Apart from the figures of posts being lost being hopelessly out of date, the report seems to say "We've all been very good boys and girls in complying with the financial framework you have laid down. There have been difficulties but we are adjusting well. Some universities haven't fallen into line as we would wish but on the UGC we are doing our best with these recalcitrants."

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Yet apart from some paper exercises and a few visits there has been no real attempt to analyse the devastating effect the cuts have had in some institutions. There has been no reference to the fact that our young people, while having their educational opportunities denied to them in universities because of the limitation on student numbers, have been allowed to cram into polytechnics where in some subjects the staff student ratio has reached a proportion where academic standards have taken a heavy tumble.

At the same time hundreds of experienced university teachers have been forced out of employment and skill and experience has been lost to the system.

We hear a great deal about the "new blood" scheme. Quite rightly many of our members are asking about the treatment of the "old blood".

It is of course, important to give young people a chance, to develop into the teachers and researchers of the future. However, do not people who have served the universities long and well also deserve consideration?

## 'We are not trees but human beings'

In any case, any young man or woman worth their salt will look into the future and say: "Fine, I'm getting my chance now and at least I'll be in work. But when I reach maturity am I going to be treated in the same way as the present generation of older colleagues and also be forced out of the system?"

It is deplorable that the UGC should have sat supine and allowed university academics to be treated like trees where you prune off the older twigs and allow the newer ones to grow. We are not trees but human beings who have a rich contribution to make to the universities in particular and society in general.

And that is the root of the trouble. This whole cuts exercise has been imposed by a government which is devoid of human consideration and executed by a body which has carried through this lack of humanity.

The credo of the UGC has been "Dispose of this discipline, contract or close that department and just pay off the individuals concerned."

It has been a sad period for the university system that a body with a majority of academics upon it has considered vague matters like "thought-out academic considerations to predominate over humanity and concern for one's fellow beings" - which is supposed to be one of the things for which universities stand.

Laurie Sapper

The author is general secretary of the Association of University Teachers.

## Funding debate

Sir, - It may be that the recent recommendations by Professor Fernis regarding the future financing of universities in Britain will provoke a good deal of comment. My earlier suggestions to you about the need for a conference to initiate public debate on this matter seem to me to be more relevant than ever.

Fernis's ideas appear almost revolutionary, but they will appeal to many in the political atmosphere which exists in Britain and other parts of the world at the present time. This could apply particularly to those who know little about the implications of the full-blown adoption of a scheme which abandons all forms of public financial support.

Personally, I believe there could be scope for so called "independent" institutions, although the size of the United Kingdom should be borne in mind when examining this possibility for the future. However, the total withdrawal of Government aid does strike me as being most unwise from several points of view. Before wild ideas are permitted to develop too far and engulf us in moves for which most people would later be sorry, there should be some way of initiating a full debate. Does anyone else feel the need for a conference or some other form of inquiry?

Yours faithfully, DAVID TURNER, Assistant Bursar, University College, Cardiff.

## Bearding Crick

Sir, - "Is there, has there ever been, a British 'intelligentsia'?" (*THE Times*, January 14). If there is, or has been, the main criterion would seem to be the degree of hirsuteness. For Bernard Crick, "political intellectuals" are either "clean-shaven or with small chin-beards"; in which category, then, falls Rebecca West, the only woman of this group to be mentioned by name (indeed, the only named woman, in the whole article)? Invited to dress his/her own intellectual, the reader must clearly disregard the female sex altogether unless they are all hiding behind their beards.

Yours faithfully, KATIE WALES, Royal Holloway College.

## Happy birthday

Sir, - Allow me to congratulate Sir Keith Joseph, Secretary of State for Education, on attaining the age of 65 (January 17) and wish him a long and happy retirement.

Yours truly, PROFESSOR K. J. CONNOLLY, Department of Psychology, University of Sheffield.